DOCUMENT RESUME

ED 120 374 CE 006 512

TITLE Career Education in Teacher Education in Ohio.
INSTITUTION Ohio State Dept. of Education, Columbus.
PUB DATE [74]
NOTE 185p.

EDRS PRICE MF-$0.83 HC-$10.03 Plus Postage
DESCRIPTORS *Career Education; *Elementary Secondary Education; Guides; *Information Dissemination; Inservice Teacher Education; Post Secondary Education; Preservice Education; *State Programs; *Teacher Education
IDENTIFIERS *Ohio

ABSTRACT

The Ohio guide for career education in teacher education consists of four parts: (1) introduction, (2) framework for career education program development in Ohio, (3) career education K-12 and career education in teacher education, and (4) disseminating system for career education in teacher education. Part 1 provides definitional background and national concerns in career education. Part 2 covers the rationale for career education (interaction, self-in-situation framework, stages and human development) and individual-program interaction. Part 3 outlines the career development continuum of career motivation (K-6), career orientation (7-8), career exploration (9-10), and career preparation and training/retraining/upgrading (11-14). It also describes the preservice and inservice teacher education phases: self-development/career development-decision making, exploration in education, skill development as a career educator, skill development through student teaching, inservice education programs, and graduate education programs. Part 4 describes the system for disseminating career education materials among Ohio teacher education institutions. The four approaches are individually developed and local, statewide, and national/commercial programs. A consensus report of the Ohio Career Education and Teacher Education Conference and excerpted Ohio teacher preparation standards are appended. (EA)

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CAREER EDUCATION IN TEACHER EDUCATION IN OHIO

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PART A	INTRODUCTION
PART B	FRAMEWORK FOR CAREER EDUCATION PROGRAM DEVELOPMENT IN OHIO
PART C	CAREER EDUCATION IN OHIO K-12 CAREER EDUCATION IN TEACHER EDUCATION
PART D	DISSEMINATING SYSTEM FOR CAREER EDUCATION IN TEACHER EDUCATION

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INTRODUCTION

All Program Development needs [illegible] Lead In. The following is one type of Lead In to Career Education programming.

WHAT IS YOUR LEAD IN ?

INTRODUCTION

Strands of inter-related processes of human development evolve through the years. Various emphases surface, receive their due attention, are advanced more rapidly, foster the advancement of other basic strands, and in time recede. Essentially the three major strands of human development are (1) growth in the capacity to learn, (2) growth in the capacity to love, and (3) growth in the capacity to work. In their operational sense and in their emphases these are attended to by sequentially fostering the educational, vocational, and personal-social development of the individual. Each in its turn receives specific attention periodically at the National level. This attention fosters both the individual capacities and the societal opportunities.

The major thrust today, precipitated by current evolving needs, focuses on the vocational development of the individual and on programs for attending to the capacity and opportunity for work. Each time a strand surfaces and receives attention, new terminologies emerge for identifying its immediate relevancy and to differentiate--no matter how subtle--its recency from similar movements in the past. New terminology encourages more comprehensive movements.

The current thrust in vocational development is Career Education. Career Education has antecedents in the previous emphases on educational, personal-social and vocational growth. These include the advent of mental measurement techniques in the early 1900's; the Vocational Guidance Movement which received its early impetus from Frank Parsons in 1903; the Mental

Health Movement which followed shortly thereafter; the Progressive Education emphasis of the 1940's; the academic stress through NDEA; the thrust to eliminate conditions of disadvantagement; and in recent times the Humanistic trends. These and others all precede, are related to, and are enhanced by the current Career Education emphasis. Career Education, thus, is unique because (1) it is the most recent of the movements; (2) by definition it will be the most comprehensive; and (3) by definition it will be the most influential.

Definitions: The task of defining this phenomenon also has a certain uniqueness. For the first time in a National thrust there has been a resistance to definitive statements about the movement. This is due partly to the attempt to make its impact as broad as possible and the recognition that definitions constrict expansion. Chief proponents of open definitions have been Marland and Hoyt, both of whom have spoken from an official stance.

Sidney P. Marland, Jr.: "in the first place, if career education is to work..., it must encompass the entire school program from kindergarten through secondary completion. In addition, it should include the post-secondary level and adult and continuing education. This will involve changes in the curriculum as well as in teaching approaches. What we are doing is applying a wholly new concept to the entire system; change, therefore, will be substantial.

"Besides encompassing every school year, career education will include all students. They will learn about the wide range of career possibilities in our technologically advanced society. They will learn what is involved in getting a job and holding it. They will receive sound guidance and counseling to help them consider their interests and abilities in relation to potential careers. They will learn of the occupational needs of the nation, as projected.

"They will be helped to develop career decision-making skills. They will learn specific job skills. And they will get actual help in finding a job, because if career education is to succeed it cannot merely deliver its graduates to the labor market. There is a destructive gap between school and job, and the way to eliminate it is to bridge it ourselves as teacher."

Kenneth B. Hoyt: In a paper developed by the Office of Career Education to describe the status of Career Education as a concept, Hoyt provides a generic definition of Career Education.

"In a generic sense, its definition must obviously be derived from the way in which the two words, 'career' and 'education' are defined. Here 'career' is defined as the totality of work one does in his or her lifetime. 'Education' is defined as the totality of experiences through which one learns. Thus, 'career education' can be defined generically as the totality of educational experiences through which one learns about work. 'Work,' with the definition cited above, obviously includes unpaid activities as well as paid employment. Education, as defined here, obviously includes far more than 'schooling.' Thus, this generic definition of career education is purposely intended to be of a very broad and very encompassing nature. Career Education emphasizes education as preparation for work as one of the basic goals of American education. In no way does career education try to say that this should be the only goal or even necessarily the most important goal for any student or for any educational system."

Programmatic Definitions: Evolving from the Government's impetus through funded programs attending to career development in Career Education, a number of other definitions have been presented. During the early conceptualization of the career education thrust by the U. S. Office of Education, four different definitions were tested among various professional groups for their reactions:

(1) Career education is a concept that educational experiences should center around careers in the economy in which people live. It encompasses the educational experiences from early childhood through the productive life of the individual.

(2) Career education is the infusion of all educational curricula and student counseling K through 14 of information and hands-on experience pertinent to real life jobs and world-of-work experience. The main thrust of career education is to prepare all students for successful "lives of work" by improving the basis for occupational choice, by facilitating the acquisition of job skills, and most important by enhancing educational achievement in all subject areas and at all levels through making education more meaningful and relevant to the aspirations of students.

(3) Career education is the development of motivational attitudes and interests in the world of work, knowledge of the world of work, and the skill necessary to function and to continue functioning in the world of work.

(4) Career education is an educational delivery system, including all levels of education, designed to provide the necessary learning experiences for every person which will permit him to attain his individualized goal of occupational readiness and societal responsibility at a level commensurate with his ability and desires.

At this point initial definitions have been operationalized in the form of programs and from these have evolved other operational definitions. Major stress is being given currently to the programmatic definition at the national level.

Ohio's Career Continuum Definition: Career Education is a "program which endeavors, through the regular curriculum to provide all youth in the school with motivation toward the world of work, orientation to the many job opportunities available, and exploration of occupations consistent with individual interests and abilities which help youth benefit from and plan for pre-professional instruction or vocational education. The career education program also provides pre-professional instruction leading to further education, vocational education leading to successful entry and advancement in an occupation of personal choice, and training, retraining, and upgrading instruction throughout an individual's work life which is consistent with the technology of the world of work and the individual interests and the needs of out-of-school youth and adults.

"Successful career education programs combine the efforts of the home and the school to prepare youth for successful entry into the world of work. The school integrates the career motivation, orientation and exploration program with the regular curriculum and includes a strong family life program to develop the positive influence of the home to its fullest potential."

The time is rapidly approaching when a collection of (a) philosophical and theoretical, (b) descriptive, and (c) operational definitions need to be compiled. It is most essential at this time, however, that two major dangers be avoided. 1) No attempt should be made toward convergent definitions of Career Education which would prematurely limit the effectiveness of the Career Education thrust. 2) No definition should be restricted to descriptive or operational levels, but must include philosophical and theoretical bases. Thus, it is essential that as many diverse legitimate descriptors of the phenomenon be included and that as many appropriate concepts of human development as possible be incorporated.

Career Education as a Vehicle for Modernization

As stated in career education proposals modernization is a social and educational growth-enhancing change process. It is the way in which our society improves itself. It can be defined in terms of predictable processes and contents, stages and patterns, and units and relationships. Social modernization is a unit of human modernization. It identifies society as the unit for ordering change. All educational change should be responsive to and in turn influential on social change. Units of society and education need be interfaced continously throughout the change process. New forms of interrelating are called for, dictated according to the major theme which symbolizes modernization: currently, Career Education.

Smilansky, Education Consultant from Israel, provides the best statement of the educational modernization process as it occurs internationally. He describes the pattern of the American social order as (1) Democratic, (2) Capitalistic, (3) Technological and (4) Humanistic. This pattern defines the content as well as the process of change. The Free Enterprise Capitalistic system demands the most competent career-educated citizen; Science and Technology call for intellectual emphases insuring a primary role for education. The Humanistic View of Man calls for the facilitation of self-realization. Democracy establishes the rights of self-governing and self-directing.

He identifies the stages of modernization as common to all societies. They are four in number. (1) First, there is a recognizable pervasive need. During this stage the need is attended to on a voluntary, unofficial and informal basis. (2) Second, there is a legal recognition on the part of the people through the government that the need exists and must be attended to. During this stage laws are passed, resources accumulated and new thrusts generated. (3) Third, compensatory programs for meeting the need are encouraged by providing funds. These programs of compensation are generally added on to existing structures. By their very nature and by the nature of education itself these programs do meet partial but not all the need identified. Ohio has chosen not to build compensatory Career Education programs, but to build in curriculum change.

(4) The fourth stage in the modernization process is social reform and reorganization. At this stage there is a more pervasive change through all society toward the realization of need fulfillment. From this new position new goals are set, new needs identified and the process repeats itself through the same stages. Smilansky says the process usually takes about ten eyars. The conceptual framework for understanding it has been addressed by many scholars such as Fuller, Mooney, Smilansky, Maslow and others.

Career Education as a Need in Total Human Development

Career Education combines two interacting systems. The first is the intra-personal system and its interaction in environmental settings. The second is the environmental setting systems and their impact on the person.

The intra-personal dimension of Career Education includes the elements of career development which contribute to the healthy personality. These are the responsiveness of the individual to his environment, the ability of an individual to perform tasks and to work. Students of human development such as Freud, Maslow, de Chardin and Erikson have all given consideration to the phenomena of healthy personalities which are the "work element of life." For example, the intra-personal development of career, translated into the work dimension of a healthy personality, can be seen in Erikson's conceptualization of the Industry Stage of human development. Industriousness, translated into a capacity to work as a function of a healthy personality, forms the basis for a sound career development program.

In a broader sense, Maslow studied the characteristics of the optimum person functioning in an optimum situation. These transcending and somewhat far-reaching descriptions are the Pole Stars for broad Career Education program planning. Though they are not intended to be specific outcomes, they do frame programming in a healthy perspective. Others provide a similar perspective for the social-personal interaction within which Career Education is an important element.

The essential elements of continued humanness are an increased capacity to learn, love and work. Career Education focuses on all three of these as a set of inter-related dimensions of human development. The specific emphasis on the work capacity leads from and, in turn, influences the educational and personal-social dimensions of growth. While the major focus at this time is on Career Education and its concomitant dimensions of the work phase of an individual's life, the modernization process will subsequently focus on another phase of human development and a national thrust again be initiated to accomplish it. Predictably the next major emphasis in the modernization of the educational process toward total human development will be on increased humanness in the capacity to love as translated through personal-social goals.

NATIONAL CONCERNS

THE FOLLOWING PAGES (10 - 20) ARE WORKING STATEMENTS FROM A SERIES OF NATIONAL CONFERENCES HELD BY HEW TO CONSIDER THE NATURAL ASSUMPTIONS, FOCUS, PROGRAM IMPLICATIONS AND EDUCATIONAL CHANGE ISSUES IN CAREER EDUCATION NATIONALLY.

THESE ARE PRELIMINARY STATEMENTS ONLY. HOWEVER, REACTIONS FROM CONFERENCE PARTICIPANTS STRONGLY SUPPORT THEM.

WHAT IS YOUR REACTION TO THE STATEMENTS?

NATIONAL CONCERNS IN CAREER EDUCATION IMPLEMENTATION

(The following pages (10-20) are working statements from a series of national conferences held by HEW to consider the natural assumptions, focus, program implications and educational change issues in Career Education nationally.

These are preliminary statements only. Reactions from conference participants strongly support them.)

Operationalizing Career Education: a National Phenomenon

As a national movement, Career Education has reached the organizing-implementing stage. Kenneth B. Hoyt, Associate Commissioner, Office of Career Education, conducted a series of definitional and reaction workshops with a broad spectrum of the American public including the nation's top educators. At these workshops serious definitional tasks were addressed and reactions sought in order to formulate a national statement on Career Education.

The first consideration given was to the need for educational reform. Unfortunately educational reform was viewed as a critical perspective to American education rather than a normal and natural cycling. However, the "criticisms" if taken positively represent a statement of the need for continued change in American education--this time to address specifically careers. These statements were presented as follows.

1. Too many persons leaving our educational system are deficient in the basic academic skills required for adaptability in today's rapidly changing society.

2. Too many students fail to see meaningful relationships between what they are being asked to learn in school and what they will do when they leave the educational system. This is true of both of those who remain to graduate and those who drop out of the educational system.

3. American education, as currently structured, best meets the educational needs of that minority of persons who will someday become college graduates. It has not given equal emphasis to meeting the educational needs of that vast majority of students who will never be college graduates.

4. American education has not kept pace with the rapidity of change in the post-industrial occupational society. As a result, both over-educated and under-educated workers are present in large numbers. Both the boredom of the over-educated worker and the frustration of the under-educated worker have contributed to the growing presence of worker alienation in the total occupational society.

5. Too many persons leave our educational system at both the secondary and collegiate levels unequipped with the vocational skills, the self-understanding and career decision-making skills, or the desire to work that are essential for making a successful transition from school to work.

6. The growing need for and presence of women in the work force has been adequately reflected in neither the educational nor the career options typically pictured for girls enrolled in our educational system.

7. The growing needs for continuing and recurrent education on the part of adults are not being adequately met by our current systems of public education.

8. Insufficient attention has been given to learning opportunities outside of the structure of formal education which exist and are increasingly needed by both youth and adults in our society.

9. The general public, including parents and the business-industry-labor community, has not been given an adequate role in formulation of educational policy.

10. American education, as currently structured, does not adequately meet the needs of minority, nor of economically disadvantaged persons in our society.

11. Post high school education has given insufficient emphasis to educational programs at the sub-baccalaureate degree level.

Basic Concept Assumptions of Career Education ,

Ten concept assumptions were presented as representative of a philosophical base for current Career Education efforts. While they are not in the true sense philosophical--although Career Education does have a truly philosophical base, they are valuable assumptions to make as the preliminary thinking at the national level. These are as follows.

1. Since both one's career and one's education extend from the preschool through the retirement years, career education must also span almost the entire life cycle.

2. The concept of productivity is central to the definition of work and so to the entire concept of career education.

3. Since "work" includes unpaid activities as well as paid employment, career education's concerns, in addition to its prime emphasis on paid employment, extend to the work of the student as a learner, to the growing numbers of volunteer workers in our society, to the work of the full-time homemaker, and to work activities in which one engages as part of leisure and/or recreational time.

4. The cosmopolitan nature of today's society demands that career education embrace a multiplicity of work values, rather than a single work ethic, as a means of helping each individual answer the question "Why should I work?"

5. Both one's career and one's education are best viewed in a developmental, rather than in a fragmented, sense.

6. Career education is for all persons -- the young and the old; the mentally handicapped and the intellectually gifted; the poor and the wealthy; males and females, students in elementary schools and in the graduate colleges.

7. The societal objectives of career education are to help all individuals: a) want to work; b) acquire the skills necessary for work in these times; and c) engage in work that is satisfying to the individual and beneficial to society.

8. The individual goals of career education are to make work: a) possible, b) meaningful, and c) satisfying for each individual throughout his or her lifetime.

9. Protection of the individual's freedom to choose and assistance in making and implementing career decisions are of central concern to career education.

10. The expertise required for implementing career education is to be found in many parts of society and is not limited to those employed in formal education.

Programmatic Assumptions for Career Education

A useful list of programmatic assumptions was presented and given consideration at the conferences. These reflect the initial thinking at the national level regarding the programming of Career Education. The twenty-five assumptions are listed below, as illustrative.

1. If students can see clear relationships between what they are being asked to learn in school and the world of work, they will be motivated to learn more in school.

2. There exists no single learning strategy that can be said to be best for all students. Some students will learn best by reading out of books for example, and others will learn best by combining reading with other kinds of learning activities. A comprehensive educational program should provide a series of alternative learning strategies and learning environments for students.

3. Basic academic skills, a personally meaningful set of work values, and good work habits represent adaptability tools needed by all persons who choose to work in today's rapidly changing occupational society.

4. Increasingly, entry into today's occupational society demands the possession of a specific set of vocational skills on the part of those who seek employment. Unskilled labor is less and less in demand.

5. Career development, as part of human development, begins in the preschool years and continues into the retirement years. Its maturational patterns differ from individual to individual.

6. Work values, a part of one's personal value system, are developed, to a significant degree, during the elementary school years and are modifiable during those years.

7. Specific occupational choices represent only one of a number of kinds of choices involved in career development. They can be expected to increase in realism as one moves from childhood into adulthood and, to some degree, to be modifiable during most of one's adult years.

8. Occupational decision making is accomplished through the dynamic interaction of limiting and enhancing factors both within the individual and in his present and proposed environment. It is not, in any sense, something that can be viewed as a simple matching of individuals with jobs.

9. Occupational stereotyping currently acts to hinder full freedom of occupational choice for both females and for minority persons. These restrictions can be reduced, to some extent, through programmatic intervention strategies begun in the early childhood years.

10. Parent socio-economic status acts as a limitation on occupational choices considered by children. This limitation can be reduced, to a degree, by program intervention strategies begun in the early years.

11. A positive relationship exists between education and occupational competence, but the optimum amount and kind of education required as preparation for work varies greatly from occupation to occupation.

12. The same general strategies utilized in reducing worker alienation in industry can be used to reduce worker alienation among pupils and teachers in the classroom.

13. While some persons will find themselves able to meet their human needs for accomplishment through work in their place of paid employment, others will find it necessary to meet this need through work in which they engage during their leisure time.

15. Excessive deprivation in any given aspect of human growth and development can lead to retardation of career development. Such deprivation will require special

variations in career development programs for persons suffering such deprivation.

16. An effective means of helping individuals discover both who they are (in a self-concept sense) and why they are (in a personal awareness sense) is through helping them discover their accomplishments that can come from the work that they do.

17. Parental attitudes toward work and toward education act as powerful influences on the career development of their children. Such parental attitudes are modifiable through programmatic intervention strategies.

18. The processes of occupational decision making and occupational preparation can be expected to be repeated more than once for most adults in today's society.

19. In choosing an occupation, one is, in effect, choosing a lifestyle.

20. Relationships between education and work can be made more meaningful to students through infusion into subject matter than if taught as a separate body of knowledge.

21. Education and work can increasingly be expected to be interwoven at various times in the lives of most individuals rather than occurring in a single sequential pattern.

22. Decisions individuals make about the work that they do are considerably broader and more encompassing in nature than are decisions made regarding the occupations in which they are employed.

23. Good work habits and positive attitudes toward work can be effectively taught to most individuals. Assimilation of such knowledge is most effective if begun in the early childhood years.

24. The basis on which work can become a personally meaningful part of one's life will vary greatly from individual to individual. No single approach can be expected to meet with universal success.

25. While economic return can almost always be expected to be a significant factor in decisions individuals make about occupations, it may not be a significant factor in many decisions individuals make about their total pattern of work.

Career Education Tasks: Initial Implementation at the National Level

A most useful statement for teacher educators, the educators of career educators, was presented as a list of tasks essential for career education implementation and thus a guide to the competencies with which teacher educators must be concerned. These expectations were listed as follows.

A. All classroom teachers will:

   1. Devise and/or locate methods and materials designed to help pupils understand and appreciate the career implications of the subject matter being taught.

   2. Utilize career-oriented methods and materials in the instructional program, where appropriate, as one means of educational motivation.

   3. Help pupils acquire and utilize good work habits.

   4. Help pupils develop, clarify, and assimilate personally meaningful sets of work values.

   5. Integrate, to the fullest extent possible, the programmatic assumptions of career education into their instructional activities and teacher-pupil relationships.

B. In addition to A above, some teachers will be charged with:

   1. Providing students with specific vocational competencies at a level that will enable students to gain entry into the occupational society.

   2. Helping students acquire job-seeking and job-getting skills.

   3. Participating in the job-placement process.

   4. Helping students acquire decision making skills.

C. The business-labor-industry community will:

   1. Provide observational, work experience, and work-study opportunities for students and for those who educate students (teachers, counselors, and school administrators).

2. Serve as career development resource personnel for teachers, counselors, and students.

3. Participate in part-time and full-time job placement programs.

4. Participate actively and positively in programs designed to lead to reduction in worker alienation.

5. Participate in career education policy formulation.

D. Counseling and guidance personnel will:

1. Help classroom teachers implement career education in the classroom.

2. Serve, usually with other educational personnel, as liaison contacts between the school and the business-industry-labor community.

3. Serve, usually with other educational personnel, in implementing career education concepts within the home and family structure.

4. Help students in the total career development process, including the making and implementation of career decisions.

5. Participate in part-time and full-time job placement programs and in follow-up studies of former students.

E. The home and family members where pupils reside will:

1. Help pupils acquire and practice good work habits.

2. Emphasize development of positive work values and attitudes toward work.

3. Maximize, to the fullest extent possible, career development options and opportunities for themselves and for their children.

F. Educational administrators and school boards will:

1. Emphasize career education as a priority goal.

2. Provide leadership and direction to the career education program.

3. Involve the widest possible community participation in career education policy decision making.

4. Provide the time, materials, and finances required for implementing the career education program.

5. Initiate curriculum revision designed to integrate academic, general and vocational education into an expanded set of educational opportunities available to all students.

Initial Implementation Needs for Career Education

The first recommended actions in the development of career education systems nationally include the following. These do not represent a plan nor a priority, but do give some suggestion as to early programming needs.

1. In-service education for all educational personnel, at all levels of education, designed to provide them with a knowledge, understanding, acceptance of, and commitment to the basic concepts, goals, and objectives of career education.

2. In-service education of educational administrators designed to provide them with the knowledge and expertise required for directing and coordinating career education efforts in the educational settings in which they are employed.

3. In-service education of instructional personnel designed to equip them with competencies required for infusing career education strategies into their total pattern of instructional activities.

4. In-service education of counseling and guidance personnel designed to increase their competencies in career guidance, counseling, placement, and follow-up.

5. Assistance to teacher education programs in changing curricula and instructional programs, at both the undergraduate and graduate levels, in ways consistent with the goals and objectives of career education.

6. Assistance to agencies and organizations engaged in the preparation and/or dissemination of career education materials.

7. Assistance to agencies and organizations engaged in the development and/or strategies for evaluation of career education methods, materials, and/or programs.

8. Assistance to educational systems enabling them to involve both the business-labor-industry community and the home in career education efforts.

9. Support of exemplary demonstration career education efforts, including plans for evaluation of such efforts and dissemination of findings and products to other settings.

10. Support of intensive, basic research efforts designed to produce new knowledge required for increasing the effectiveness of career education programs.

Basic Educational Changes Championed by Career Education

Perhaps the most challenging list to be presented at the workshops was that which described educational changes which might be expected as a result of full implementation of career education concepts. A careful examination of these should be made. They give a useful indication of what American education would look like as a result of a major career education thrust. Undoubtedly not all would be accomplished nor should they. On the other hand, some are essential. It is the wise teacher educator who can determine which are which and have the foresight to move directly toward their accomplishment. This list of educational changes through career education has special impact on teacher education. It is provided below.

1. Substantial increases in the quantity, quality and variety of vocational education offerings at the secondary school level and of occupational education offerings at the post-secondary school level.

2. Increases in the number and variety of educational course options available to students with a de-emphasis on the presence of clearly differentiated college preparatory, general education, and vocational education curricula at the secondary school level.

3. The installation of performance evaluation, as an alternative to the strict time requirements imposed by the traditional Carnegie unit, as a means of assessing and certifying educational accomplishment.

4. The installation of systems for granting educational credit for learning that takes place outside the walls of the school.

5. Increasing use of non-certificated personnel from the business-industry-labor community as educational resource persons in the educational system's total instructional program.

6. The creation of an open entry-open exit educational system that allows students to combine schooling with work in ways that fit their needs and educational motivations.

7. Substantial increases in programs of adult and recurrent education as a responsibility of the public school educational system.

8. Creation of the year-round public school system that provides multiple points during any twelve-month period in which students will leave the educational system.

9. Major overhaul of teacher education programs and graduate programs in education aimed at incorporating the career education concepts, skills and methodologies.

10. Substantial increases in the career guidance, counseling, placement and follow-up functions as parts of American education.

11. Substantial increases in program and schedule flexibility that allow classroom teachers, at all levels, greater autonomy and freedom to choose educational strategies and devise methods and materials they determine to be effective in increasing pupil achievement.

12. Increased utilization of educational technology for gathering, processing and disseminating knowledge required in the teaching-learning process.

13. Increases in participation in educational policy making on the part of students, teachers, parents, and members of the business-industry-labor community.

14. Increases in participation, on the part of formal education, in comprehensive community educational and human services efforts.

STATE CONCERNS

AT THE STATE LEVEL A RESOLUTION WAS PASSED BY THE STATE BOARD OF EDUCATION OF OHIO. IT SETS FORTH THE THINKING OF THE BOARD ON CAREER EDUCATION.

A DEFINITION USED IN PROGRAMMING CAREER EDUCATION ~~DEVELOPMENT~~ IN THE PUBLIC SCHOOL HAS BEEN PRODUCED. IT SERVES AS A PROGRAM GUIDE ALSO.

WHAT IS YOUR REACTION TO THESE STATEMENTS?

CAREER EDUCATION RESOLUTIONS: STATE BOARD OF EDUCATION

WHEREAS, a key factor in the success of this nation has been the productivity of the people and the future of the nation is dependent upon the continued productivity of the people; and

WHEREAS, the productivity of the people relates to job satisfaction and wise career choices; and

WHEREAS, the vast majority of youth have limited opportunity to learn about the various occupations available in the nation; and

WHEREAS, employment patterns in a technological age provide for the employment of only 5 percent of the work force in unskilled jobs; and

WHEREAS, all youth need experiences which enable them to make wise career choices; and

WHEREAS, education in the basic skills at all grade levels of the public schools may be enhanced and made more meaningful through career education; and

WHEREAS, Ohio leads the nation in the development of career education for youth in grades K-10 of the public schools; and

WHEREAS, teachers and administrators in school districts have placed a priority upon the development of the career education program; and

WHEREAS, Ohio's career education program is provided by classroom teachers in the public school who are receiving special support services for career education; and

WHEREAS, a comprehensive evaluation of the career education program attests to its value; and

WHEREAS, an appropriate goal is to provide a career development program for all youth in the public schools. Now, Therefore, Be It

RESOLVED that this State Board of Education does hereby commend the teachers and administrators who have assumed the responsibility for the development and implementation of the Ohio career education program; and Be It

FURTHER RESOLVED that this State Board of Education encourage further improvement and expansion of the career education program to the end that all youth may be provided those experiences within the school curriculum which lead to sound career choices; and Be It

FURTHER RESOLVED that the State Board recognizes that the initiation of the career education program in school districts requires additional costs for leadership, inservice education materials and support services and recommends that state and federal funds be designated to provide such additional costs.

CAREER EDUCATION IN OHIO

"CAREER EDUCATION IS A PROGRAM WHICH ENDEAVORS, THROUGH THE REGULAR CURRICULUM TO PROVIDE ALL YOUTH IN THE SCHOOL WITH MOTIVATION TOWARD THE WORLD OF WORK, ORIENTATION TO THE MANY JOB OPPORTUNITIES AVAILABLE, AND EXPLORATION OF OCCUPATIONS CONSISTENT WITH INDIVIDUAL INTERESTS AND ABILITIES WHICH HELP YOUTH BENEFIT FROM AND PLAN FOR PRE-PROFESSIONAL INSTRUCTION OR VOCATIONAL EDUCATION. THE CAREER EDUCATION PROGRAM ALSO PROVIDES PRE-PROFESSIONAL INSTRUCTION LEADING TO FURTHER EDUCATION, VOCATIONAL EDUCATION LEADING TO SUCCESSFUL ENTRY AND ADVANCEMENT IN AN OCCUPATION OF PERSONAL CHOICE, AND TRAINING, RETRAINING AND UPGRADING INSTRUCTION THROUGHOUT AN INDIVIDUAL'S WORK LIFE WHICH IS CONSISTENT WITH THE TECHNOLOGY OF THE WORLD OF WORK AND THE INDIVIDUAL INTERESTS AND THE NEEDS OF OUT-OF-SCHOOL YOUTH AND ADULTS.

"SUCCESSFUL CAREER EDUCATION PROGRAMS COMBINE THE EFFORTS OF THE HOME, SCHOOL, COMMUNITY, BUSINESS AND INDUSTRY TO PREPARE YOUTH FOR SUCCESSFUL ENTRY INTO THE WORLD OF WORK. THE SCHOOL INTEGRATES THE CAREER MOTIVATION, ORIENTATION AND EXPLORATION PROGRAM WITH THE REGULAR CURRICULUM AND INCLUDES A STRONG FAMILY LIFE PROGRAM TO DEVELOP THE POSITIVE INFLUENCE OF THE HOME TO ITS FULLEST POTENTIAL."

A SOUND CAREER EDUCATION PROGRAM IN TEACHER EDUCATION WILL, THEREFORE, CONTINUE TO BUILD UPON THE CAREER DEVELOPMENT STRENGTHS OF ITS OWN STUDENTS, PROVIDE EXPERIENCES FOR THE PROSPECTIVE TEACHER TO DEVELOP THE SKILLS REQUIRED OF AN EFFECTIVE CAREER EDUCATOR, AND ENDEAVOR TO ASSIST THE SCHOOLS IN THE CONTINUED DEVELOPMENT OF TEACHER SKILLS IN CAREER EDUCATION.

LOCAL POSITIONS

LOCAL SCHOOL SYSTEMS NEED TO DEVELOP A STATEMENT ON CAREER EDUCATION THAT REFLECTS THE UNIQUE NEEDS AND RESOURCES OF THE COMMUNITY. THESE SHOULD BE COOPERATIVELY PRODUCED BY SCHOOL, BUSINESS, INDUSTRY AND COMMUNITY.

WHAT IS YOUR LOCAL POSITION?

PART B FRAMEWORK FOR CAREER EDUCATION PROGRAM DEVELOPMENT

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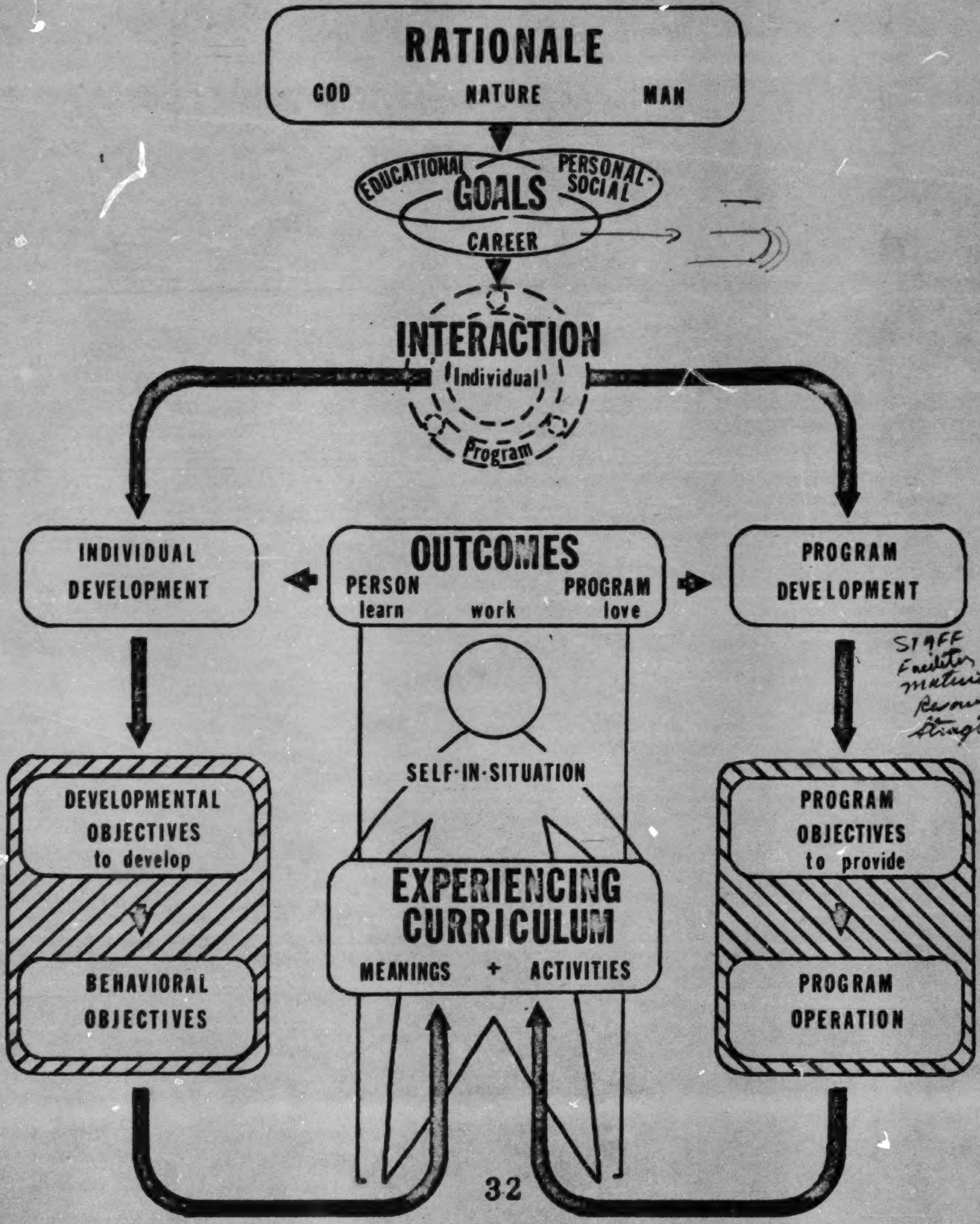
This section contains suggested basic concepts for Career Education, applicable as well to education in general. A sound rationale is considered important in the Ohio Career Education Program Development Framework. No single philosophical position or state model has been adopted. However, the Framework is intended to be used to provide a consistency for organizing Career Education programs.

Suggestions for basic philosophical, sociological and psychological foundations for Career Education from staff are encouraged as a part of each program.

CONCEPTUAL FRAMEWORK FOR OHIO CAREER EDUCATION PROGRAMMING


RATIONALE
GOD
NATURE
MAN
EDUCATIONAL
GOALS
PERSONAL-SOCIAL
CAREER
INTERACTION
Individual
Program
INDIVIDUAL DEVELOPMENT
OUTCOMES
PERSON
PROGRAM
learn
work
love
PROGRAM DEVELOPMENT
SELF-IN-SITUATION
DEVELOPMENTAL OBJECTIVES to develop
BEHAVIORAL OBJECTIVES
EXPERIENCING CURRICULUM
MEANINGS + ACTIVITIES
PROGRAM OBJECTIVES to provide
PROGRAM OPERATION

STAFF
Facilities
material
Resources
Structures

RATIONALE

The Ohio Career ~~Development~~ Education Program Framework calls for a sound rationale.

> "An explanation or exposition of controlling principles (as of an opinion, belief, practice or phenomenon); the underlying reason or rational basis." WEBSTER

> "A reasoned exposition of principles; an explanation or statement of reasons; a set of reasoned rules or directions. The logical or rational basis (of anything)." OXFORD

> "The whys and wherefores; the fundamental reason; a statement of reasons. Reasoned principles." WORLD BOOK

> "A rational exposition of principles; the logical basis of a fact; the reason or reasons collectively." FUNK AND WAGNALLS

Explanations of the Order of Things

WHAT IS YOUR RATIONALE?

RATIONALE FOR CAREER EDUCATION

The rationale for career education is the belief systems upon which the educational program is based. It provides the broadest possible guidelines for program development and the philosophical and theoretical base upon which goals, objectives and activities can be planned and implemented. It also provides the specificity necessary to give an accurate focus to the details of the program.

The broadest possible rationale should include an explanation of the universal, natural and human order of things.

The rationale should be based in human foundations--philosophical, sociological, anthropological and psychological--and natural or scientific foundations--biology, zoology, chemistry, physics.

The rationale should require that all individual and program development have a

- consistent framework that is
- broad enough to include different models which are
- flexible enough to permit individual freedom which recognizes
- validity in other life styles

The rationale should resolve dichotomies at higher levels

- freedom and control
- work and leisure
- inner and outer processes
- past and present and future
- individual and institution

The rationale should reflect a developmental view wherein

- growth is an emerging process
- growth takes place from inside and below
- growth requires interaction
- alternative to growth is death

The rationale should account for process as well as content including

- program development processes
- human development content--loving, learning, working

The rationale should "feel" good to those who experience the programs.

A RATIONALE IS PERSONALLY OWNED

MY PERSONAL RATIONALE FOR CAREER EDUCATION INCLUDES

IT EVOLVES FROM MY BELIEFS THAT THE

UNIVERSE IS

NATURE IS

MAN IS

AS BEST STATED BY

INTERRELATEDNESS OF ALL LEVELS OF RATIONALE

Programs for human development which remain consistent through all levels have a loose, but logical flow. From the broadest perspective possible to the specific measurable behavior of the person within a particular setting there should be a consistency in the reasoning and programming. This logical relatedness reflects not so much the thinking of the persons building programs so much as it is the reflection of the universal order. All of the dimensions of human behavior unfold along predictable paths.

Universal Orders. The broadest perspectives reach to the growing edges of knowledge and understanding of the way things are. These are often only dimly preceived. There are wide differences in the abilities of individuals to grasp them. The ambiguity of the universality of things from the perspective of man often creates disagreement. Often only the most dire of crises serves to bring people of wide views to a common sense of the relatedness of all things to all parts of all people. At this level everything comes under the rubric of either 'God,' Nature or Man.

Humanness. Within the broad perspective there is a simple, but logical, set of emerging processes toward becoming human. The natural growth of all persons is validated in their ability to demonstrate continued and increasing learning, loving and working. The physical, metaphysical and binding elements of the universal order are mirrored in the person. Learning to Love Work, Loving to Learn Work, Working to Learn Love, Working to Love Learning . . .

Goals. The broad intentions for organizing the learning, loving and working events and conditions are the human ways of holding each other together for a purpose. Separating out the themes of humanness into institutionalized intentions provides a focus and a strength. It also isolates one part of the person from the others. The trade off between the power of a specific goal focus must be played against the outcome of a weakened humanness in the person.

All education should result in Educational, Career and Personal-social growth. Relationships which to not increase one's capacity to be educated and to succeed in a career are debilitating. Careers which do not enhance education and personal-social goals are dehumanizing.

Growth. Growth takes place through three sequential and interrelated processes. These are the knowing of something, the internalizing what is known and the actions resulting when it is operated on from within. These are the steps of Knowledge, Acceptance and Affirmation. As broad growth steps they need not be measurable directly. They are directional, pointing at the same time to other knowledge and to the internalizing of that attended to. Knowledge which leads only to further knowledge may be more harmful than helpful to effective growth. Increased internalization without acting out results in self-absorption. Acting out repetitively without growth is stagnation.

Activities. Activities provide the guide for learning. Since all learning is ultimately experiential, reality situations are arenas for living out one's learning. The initial learning, however, can be entered into through one's mind internalized and acted out; acted out, accepted and understood; or the acting and knowing of what values. Thus, *Vicarious*, *Simulated* and *Experiential* activities are a part of a total learning and living curriculum.

Behavior. All learning is measureable. It can be measured independent of the influence on growth. *Cognitive*, *Affective* and *Psychomotor* domains identify the measureable arenas of behavior independent of the growth each discrete behavior may have in the general flow. As a final goal all learning should result in an independent behavioral repertoire, firmly accepted by the individual who knows what he/she is doing. Performance and competency based approaches are also behaviorally oriented.

INTERACTION

IN ALL HUMAN DEVELOPMENT PROGRAMS THERE IS A NEED FOR INTERACTION BETWEEN SYSTEMS. THE SELF-IN-SITUATION MODEL IS ONE WAY OF DESCRIBING AN INTERACTION SYSTEM.

CAREER EDUCATION, ESPECIALLY, REQUIRES THE INTERACTION OF INDIVIDUALS IN MANY SETTINGS AND INTERACTION OF MANY SETTINGS AND INSTITUTIONS WITH EACH OTHER.

WHAT IS YOUR WAY OF DEFINING AN INTERACTING SYSTEM?

SELF-IN-SITUATION FRAMEWORK

The Self-in-Situation model is a simple, natural model for viewing any living organism. As a "self" model it applies to humans. The concepts, however, can apply to any living thing and within the human realm may apply to a person, program, institution or any organization of persons.

SELF. The concept of organism establishes an inner and outer boundary. It means the person or program has properties of its own, processes of its own, a life of its own and its own inevitable death in one form or another. It proceeds through stages similar to those of all others but with a unique pattern different from others. There are physical and metaphysical dimensions to all people. Since everything is either "self" or environment, that which is not "self" is the environment to another.

ENVIRONMENTS. The concept of environment includes the fact that all that is not inside must by definition be outside and therefore the environment of other selves. Organized environments have a specific impact upon the organism. Roles, relationships, institutions, and programs are all examples of organized environments. The involvement in these organized environments comprise the living "situation" for the self. Increasingly larger environments insure that there is always room for growing.

INTERACTIONS. The self interacts with its environment in three ways: (1) Sending transaction whereby physical and metaphysical exchanges are emitted, (2) by a Receiving transaction whereby they are taken in, and (3) by a Translating transaction whereby they are acted upon inside, incorporated and/or sent back out.

PROCESS. The Self-in-Situation model is a process model which defines each entity in terms of the others. The structural integrity of the self is achieved only in process and in turn influences the constant changing of the environment. Stopping the process of change leads to death.

CONTENT. The application of the Self-in-Situation model to specific living dimensions defines the content of the interaction. Career Development of the self becomes the frame of reference for viewing the total model. All stages and patterns take on a career definition. This definition, however, must be consistent with the model itself. Thus career development when viewed through a Self-in-Situation framework must be defined as a natural and necessary process for growth. The way it proceeds must be through the universal, natural and human order.

SELF-IN-SITUATION MODELS MUST HAVE PERSONAL APPLICATIONS

REGARDING MY OWN SELF
PHYSICALLY I AM

EMOTIONALLY I AM

MENTALLY I AM

IN MY INTERACTIONS FOR ME
SENDING IS

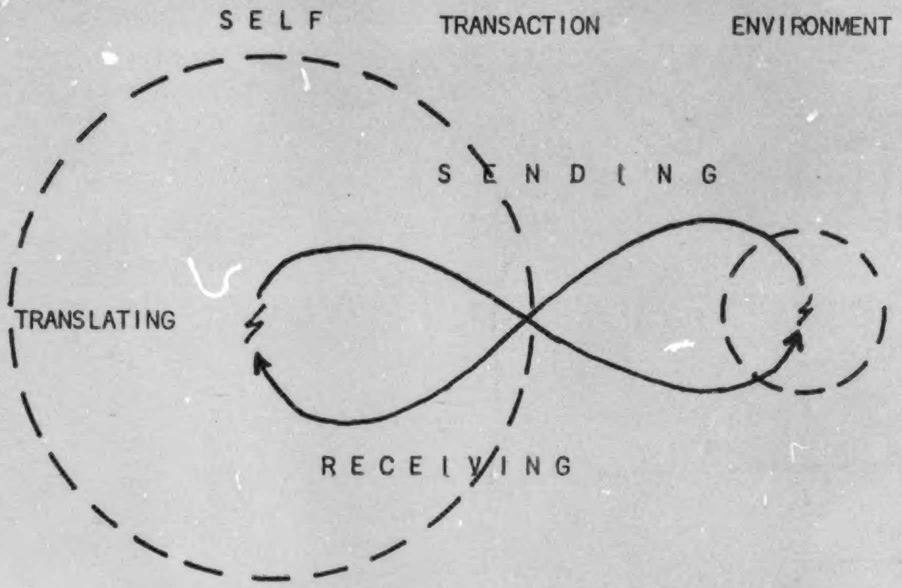
RECEIVING IS

TRANSLATING IS

MY MOST SIGNIFICANT ENVIRONMENTS ARE

SELF-IN-SITUATION MODEL

From Ross L. Mooney



The self-in-situation model is a universal model for looking at the interaction of all living organisms. It favors no theory or approach to human growth and development, but does provide a framework for examining all approaches. Its natural ordering provides a means for determining the focus or comprehensiveness of any given theory or approach as well.

OPENNESS. All living things must open themselves up to their environment in order to live. They must reach out and in turn take in. Openness includes both the outer and inner dimensions. The human counterpart to openness is the sense of Belonging. Before any growth can take place the person must feel a sense of Belonging in the situation. To that extent growth will occur in the setting.

CENTEREDNESS. Once the living thing is open, there must be a centering or internalization of all that is brought in. In this process the internalizing must flow through all parts of the organism. It provides the validation of the Being in humans.

ORDERING IN TIME. Once the human Being is established for a given time and place, it progresses with the sense of Becoming. The ordering in time implies continuous growth as well as stages. Each can be identified in terms of past, present and future.

SELECTING FOR FIT. Selecting for fit requires a taking in of all that is necessary for life, an elimination of that which is death giving, and an increased tolerance for the rest. Tolerance is most life giving when it allows the Being to maintain a high level of Becoming. That which is Befitting is what provides everyday life qualities.

STAGES

THE OHIO CAREER EDUCATION PROGRAM IS A DEVELOPMENTAL PROGRAM. GROWTH OCCURS THROUGHOUT LIFE AND SIGNIFICANT CIRCUMSTANCES COME TO THE FORE SEQUENTIALLY. CAREER DEVELOPMENT, THEREFORE, IMPLIES STAGES. THREE DIMENSIONS OF DEVELOPMENTAL GROWTH STAGES ARE DESCRIBED AS A PART OF A TOTAL CAREER DEVELOPMENT.

1. PERSONALITY DEVELOPMENT-EMOTIONAL
2. PERSONALITY DEVELOPMENT-VOCATIONAL
3. ROLES AND RELATIONSHIPS

DEVELOPMENTAL THEORISTS OFFER VALUABLE INSIGHTS ACROSS ALL AGES AND DIMENSIONS OF PERSONAL GROWTH.

WHAT ARE YOUR WAYS FOR DESCRIBING DEVELOPMENTAL STAGES?

STAGES

The concept of stages is vital to a developmental approach to career education. Stages implies differences in the growing process at various points in time. It implies sequential building, continuity, predictability and a natural ordering. Though patterns differ, stages are common.

Important to the concept of stages is a set of associated concepts; Naming, Boundaries and Experiences.

NAMING. Naming is used to identify. It defines that which is known. It implies a time dimension and a change dimension. As growth occurs or change takes place new names are needed. The naming process is one of negotiating the words and the characteristics. Naming is essential for the establishment of boundaries.

BOUNDARIES. Boundaries confirms the belief that everything has its limits; that which defines what it is and what it is not. Boundaries apply to both physical and metaphysical phenomena:

- A person has a physical boundary which can be easily seen, touched, measured, weighed and described.
- A person has an emotional boundary which defines what is felt and what is not felt. To cross the emotional boundary of a person is to enter the emotional being.
- A person has a cognitive boundary which defines what is known and what is not known.
- People have social boundaries which define the values associated with roles and relationships.

EXPERIENCING. A person maintains his physical and metaphysical structural integrity through experiencing. All that is not the person is his environment. Experiencing requires the person interacting with environment.

Social experiencing is accomplished through the notion of roles and relationships. Once named, the experiencing of the role or the relationship has a boundary and therefore a beginning and an end. Since experiencing is a process it is given a time span. From its beginning to its end each experience consists of stages. Developmental approaches are attempts to define the stages or characteristics of a given time span boundary.

Within (1) total personality development of the individual there is named (2) the career development dimension which is experienced largely through (3) work roles and relationships. For each, three stages can be identified, those that deal with ways of explaining developmentally the progress of the person. Three examples of a time ordering growth process are those which follow by Erikson for total personality, Super for career development and Quaranta for any experiencing, particularly roles and relationships. Many others provide useful ordering descriptions.

EACH PERSON HAS STRUCTURAL INTEGRITY

NAMES I LIKE TO BE CALLED ARE

NAMES I DO NOT LIKE TO BE CALLED ARE

WHEN SOMEONE APPROACHES MY
PHYSICAL BOUNDARY I USUALLY

EMOTIONAL BOUNDARY I USUALLY

COGNITIVE BOUNDARY I USUALLY

IN MY EXPERIENCING
MY ACTIVITIES ARE USUALLY

MY MEANINGS ARE USUALLY

THE EIGHT AGES OF MAN/WOMAN

Erik Erikson

Among the many who have attempted throughout a life of devotion to the study of how the person develops, Erikson presents views consistent with those implied in Career Education and Career Development. He provides a central place for the need of the person to learn, love and work throughout all life.

His approach to personality development follows universal principles: everything that grows has an ordering with each part having its time of special ascendancy. There is a constant interplay between the organism and the environment. Problems are never solved once and for all. Components of the healthy personality are present in some forms from the very beginning and throughout life, the struggle to maintain the healthy personality continues.

The words, "sense of," imply inner states. "Senses" pervade surface and depth. They are ways of experiencing accessible to introspection; ways of behaving, observable by others; and unconscious inner states determinable by tests and analysis. In other words, the inner states should be consistent with the outer.

I. Sense of Basic Trust vs. Sense of Basic Mistrust

The development of a sense of faith in self growing out of the expectation that the world is consistent and dependable. Basic trust is the sense of capacity to survive. This sense develops out of the relationship between the mother and the child. It forms a basis for the sense of identity of being oneself, and what others trust you will become. It then is generalized toward other significant persons.

II. Sense of Autonomy vs. Sense of Shame and Doubt

The development of sufficient trust in self and parents to dare to defy them but the ability also to cooperate and accept their help. This is essential in the development of responsible independence, learning to make choices, assume responsibility for them, and accept the consequences resulting from the decision and resulting action.

III. Sense of Initiative vs. Sense of Guilt

The development of a sense of being able to direct events within the dictates of conscience without inhibiting guilt. There is a "growing together" in terms of person and body, the possession of a surplus of energy with which to approach new challenges and to forget failures quickly. Initiative adds to a sense of autonomy the quality of undertaking and attacking tasks just to be active. It is the sense of being able to start something, to make an impact on one's situation and experience the result without denying existence.

IV. Sense of Industry vs. Sense of Inferiority

The development of a sense of adequacy for social usefulness, with mastery of the basic skills needed for one's society. There is an adjustment to the inorganic or impersonal rules of the total world, of becoming an eager member of a productive situation. Bringing a productive situation to completion should gradually supersede whim and play. Tools and skills teach the pleasure of work completion by steady attention and perseverance.

V. Sense of Identity vs. Sense of Role Confusion

This time is for the integration of childhood patterns and adolescent changes into a new, consistent, acceptable picture of who and what one is and what one's role should be. It is an idealizing time wherein the sense of self can be maintained within many different imagined roles. Childhood proper comes to an end at this time and youth begins. The question, "Who am I?" faces the internal physiological revolution within and the tangible adult tasks ahead.

VI. Sense of Intimacy vs. Sense of Isolation

The development of the ability for self-abandonment in intimate relationships without fear of loss of personhood. The young adult is ready for intimacy and possesses the capacity to commit self to concrete affiliations and partnerships. Each can develop the ethical strength to stand behind commitments even though one has to make significant sacrifices and compromises.

VII. Sense of Generativity vs. Sense of Stagnation

The development of the ability for "parental" responsibility expressed through greater interest in giving and loving than in getting and being loved. Generativity is the concern in establishing and guiding the next generation: the developmental stage needed for successful parenthood. It includes productivity and creativity in one's chosen work.

VIII. Sense of Ego Integrity vs. Sense of Despair

The development of the ability to identify with the dominant ideals of one's culture so that one can be content with the individual life cycle and see it as meaningful in history. Harmony is found between life style and cultural values. This harmony gives meaning to life and the despair that arises over the inevitability of death.

LIFE STAGES OF PERSONS IN INSTITUTIONS

Erik Erikson

RATIOS	AGES	CODES	BASIC VIRTUES
BASIC TRUST vs. BASIC MISTRUST	0 - 2	DRIVE	HOPE
AUTONOMY vs. SHAME AND DOUBT	2 - 3	SELF-CONTROL	WILL POWER
INITIATIVE vs. GUILT	3 - 5	DIRECTION	PURPOSE
INDUSTRY vs. INFERIORITY	5 - 12	METHOD	COMPETENCE
IDENTITY vs. ROLE DIFFUSION	13 -	DEVOTION	FIDELITY
INTIMACY vs. ISOLATION	23 -	AFFILIATION	LOVE
GENERATIVITY vs. STAGNATION	28 -	PRODUCTION	CARE
INTEGRITY vs. DESPAIR	65 -	RENUNCIATION	WISDOM

HEALTHY PERSONS MAKE HEALTHY PROFESSIONALS

GENERALLY MY HEALTHIEST RATIO IS BETWEEN

:

THE VIRTUES I VALUE MOST ARE

IN OTHERS I SEEK TO DEVELOP THE VIRTUES OF

AS AN EDUCATOR I AM BEST AT FACILITATING GROWTH WITH THOSE STRUGGLING WITH

MY OWN IDEAS ABOUT A HEALTHY PERSONALITY ARE

TERMS COMMON IN CAREER EDUCATION

Many terms have been used in defining the concepts associated with Career Education. Often these are used interchangeably. This results in an ambiguity about the whole notion of Career Education which is more apparent than real. It also leads to the kind of confusion that slows, if not prevents, meaningful cooperative action.

It is not so important to agree on what a particular word should mean as it is to agree on how it is being used. The success of a Career Education program often leads from the concepts used to guide its conceptualization and subsequent development. These concepts are too important to leave unattended-to while disagreements are carried on about what words should be assigned.

All healthy people need to engage is some meaningful activity which results in a product that is in some way evaluated. Pay is not an issue in this type of activity and often it is not recognized by society in general as useful.

Sometimes these activities are labeled, become permanent enough to advertise and train for, and receive the social recognition of money and/or prestige. When they become permanent enough they are classified and regular training programs are established and memberships organized.

Social recognition is important to some people and in the press to achieve it membership is limited and the activity defined in such a way as to make it somewhat elite. Sometimes the actvity itself is a complex one and can be accomplished only by a small percentage of the people. At any rate society has a way of organizing its activities into rankings.

The interaction of individuals in society toward life actvities defined by society take on a pattern. The total process is given a name to show its continuity.

The following words are used to show this and other processes.

Work
Task
Respons(d)ibility
Job (Individual)
Job (Society)

Occupation
Profession
Vocation
Chore
Toil

Labor
Industry
Calling
Career

INDUSTRY vs. INFERIORITY

Erik Erikson

WORK

The capacity to work is the capacity for industriousness. Career development requires the capacity to work. The earliest stages of career education are the nurturing of these capacities by (1) creating healthy environments and by (2) facilitating the natural tendencies toward industriousness. These processes begin at school age. The teacher plays the significant role. To be able to work is to demonstrate the following criteria.

CRITERIA FOR WORK

1. PRODUCTION. There must be a product from work: an idea, a service or a thing.
2. EXTERNAL CRITERIA. There must be external criteria for evaluating the efforts of work. One cannot evaluate one's own work alone. Others and/or the product itself must be included.
3. TOOLS. Work always involves the recognition, utilization and creation of tools.
4. OTHERS. Others are always involved in work even if only remotely. No one person can accomplish work in isolation.
5. SHARING. At some level, work always involves a sharing of tools and/or self.
6. COOPERATION. At its higher levels sharing means cooperation. The group is more than the sum of the individuals.
7. INTERNAL - EXTERNAL INTERACTION. Work means that there must be a connection between an external condition or thing and an internal state.
8. RESPONSIBILITY. Work requires the responding (1) to a task, (2) to another person or (3) to a personal requirement. Respons(d)ibility is the capacity to respond internally to an external demand or externally to an internal need.
9. NATURAL GUIDANCE. Work is initiated and takes direction from self, others, or task. It requires a capacity to take orders, to respond to a need, or to generate itself from within.
10. DISCIPLINE. The capacity to work requires a disciplining to see a task through its completion.

11. INCREASING COMPLEXITY - LONGER RANGE. The development of a capacity to work requires the development of the ability to be increasingly more complex and to engage in work over increasingly longer periods of time.

12. SENSE OF ACCOMPLISHMENT. To be able to work one must be able to have a personal sense of accomplishment from what has been done.

13. WILL AND EFFORT. To be able to work means to be able to will that something happen or that something becomes so through effort expended in that willing.

14. SENSE OF RESPECT. To be able to work requires a sense of self-respect for what one can do and thus for self as a person.

15. PERSONAL REWARD. The capacity for work means the capacity to feel a sense of personal reward for accomplishment neither over- nor underestimated.

16. SKILLS. The continued development of skills must result from the continued development of the capacity to work.

17. BOREDOM. One cannot truly work unless he can tolerate boredom.

18. EQUALITY OF OPPORTUNITY. In a healthy work situation capacity or mastery are more important than socio-economic, ethnic, racial or sex characteristics in determining social worth.

19. DIVISION OF LABOR. All production can be broken into a division of tasks. Each task contributes to the production.

20. PLAY - WORK. Play involves "work" in an artificial reality. Work is the reality. Play is play and work is work.

21. MASTERY. A sense of mastery in one's environment is experienced when one is at work. Experiencing involves learning and doing in reality.

22. LEARNING ENVIRONMENT. Internalized sense of industry takes place best in a fostering environment which permits experiencing.

23. MODELS. Adult and peer models for work are essential. Cooperative endeavors with these models are necessary to learn to work.

24. SCHOOL. School represents a new situation for the redevelopment of basic trust, autonomy, and initiative and a development of industry. Broadly conceived, school is everywhere.

25. HEALTHY PERSONALITY. The healthy personality is totally healthy, physically, emotionally, cognitively, and theretofore socially, for a given time. This healthiness is continually redefined.

AN EDUCATOR IS A WORKER AND A WORKER DEVELOPER

I BELIEVE THE FIVE MOST IMPORTANT CRITERIA ARE

IN MY OWN LIFE THE CRITERIA I MEET BEST ARE

AS AN EDUCATOR I CAN BEST FACILITATE

AS AN EDUCATOR I FIND IT DIFFICULT TO DEAL WITH

IDENTITY VS. IDENTITY DIFFUSION

Erik Erikson

CAREER EXPLORATION

The capacity to engage in a meaningful occupational role is the capacity for identity. Career development requires the capacity to identify occupational roles and to implement one's identity within these roles. The earliest stage of occupational role fulfillment is that of career exploration. During adolescence the capacity to achieve an identity is fulfilled in a large part through 1) career exploration in a variety of occupational roles wherein 2) interests and capacities are reality tested and fulfilled. These processes constitute the later years of secondary school. Both the school and the community play a significant role. To be able to develop an identity through career exploration is to demonstrate the following criteria.

CRITERIA FOR IDENTITY DEVELOPMENT (CAREER EXPLORATION)

1. PERCEPTIONS OF THE FUTURE. There must be an ability to perceive the future and to identify the situations which eventually will be confronted.

2. TANGIBLE ADULT TASKS AHEAD. There must be an ability to place one's self in the position of relating to adult obligations which will be faced in the future.

3. CONGRUENCE. There needs to be a congruence between the self as seen by self and the self as seen by others.

4. CONNECTEDNESS OF ROLES. The kinds of roles or occupational prototypes currently experienced and tested must be connected with the expectancies of the world of work as defined by society.

5. CONNECTEDNESS OF SKILLS. The current skills and potentials must be connected with the expectations of the world of work in specific situations as defined by society.

6. EXPERIENCING OF ROLES. Undergoing active experiencing in many roles is necessary. Engaging in the activities and understanding the meaning they might have for growth are essential.

7. EXPERIENCING SKILLS. There must be sufficient real-life activities to test out skills and develop potentials.

8. SIGNIFICANT OTHERS. There must be a healthy utilization of others in artificial roles against whom to test oneself.

9. ADVERSARIES. There must be a healthy utilization of adults as adversaries for the achievement of one's own identity.

10. PEERS. There must be a healthy utilization of one's peers for group participation. The in-group should reinforce with tolerance of the out-group.

11. RECONSTITUTION. Earlier developmental struggles must be reexperienced.

Basic Trust in oneself to survive as a being within the environment must be reestablished.

Autonomy of one's physical, emotional and intellectual self must be reassured.

Initiative to create from within must be felt as a real capacity.

Industriousness must be realized through on-going work activities.

12. THE BEST. The best perceived attributes must be assigned to the roles; and roles for the perceived future must be ascribed to the best models.

13. IDEALISM. There must be an idealistic view of occupational purposes. The highest level of social good and individual growth must be seen in occupational roles.

14. OCCUPATIONAL IDENTITY. There must be a beginning of a resolution to the most difficult task, the ability to achieve an occupational identity.

15. INTEGRATION. Integration of identity must be more than the sum of childhood experiences, aptitudes and opportunities.

16. CONTINUITY. There must be an inner and an outer sameness reflected in acceptance of behaviors by self and others.

17. CAREER. There must be tangible promise of a career.

18. MORATORIUM. The establishment of an identity takes place in a moratorium stage between childhood and adulthood, morality and ethics.

19. SOCIAL VALUES. There must be social values to guide the development of an identity. There needs to be experiencing within these social roles.

20. EXPLORATION. There must be ample opportunities for diverse exploratory experiences. These must be physical and emotional as well as intellectual. They should provide reality testing.

21. BROAD ENVIRONMENT. The school, community and all institutions should be the arena for role reality testing. A wide range of situations tests all aspects of interests and aptitudes.

22. GUIDANCE. Adolescent exploratory experiencing must be guided yet left independent.

23. STEREOTYPES. Stereotypic sex role exploration should be avoided; sex role identity is a crucial element for total personality development.

AN EDUCATOR IS A MODEL AND IDENTITY DEVELOPER

AS A MODEL FOR IDENTITY I DEMONSTRATE

THE BEST SITUATIONS FOR CAREER EXPLORATIONS ARE

ONE WAY OF DEFINING CAREER ROLES IS

THE BEST INDICATORS OF IDENTITY DEVELOPMENT ARE

VOCATIONAL DEVELOPMENT THEORIES

Career development theory received wide attention at the time the term vocation was being used to describe the process. These theories are useful in understanding how progress is made and consequently what constitutes maturity at any time in a person's living. Good theory is the most practical element in any program. When most accurate, all theories will say the same thing. This is necessarily so because they are all looking at the phenomena. Differences in approaches to observing universal order are most valuable when they emerge from different fields of the study of individuals in their environments rather than when these theoretical differences are found within the same field and from the same viewpoint.

Many useful predictors, that is, theories, explain career or vocational development. Four ways of organizing these are as follows.

TRAIT-FACTOR THEORIES. The trait-factor theories are among the oldest and most useful approaches. These simply recognize differences in persons, differences in work settings and acknowledge the process of matching the person to the setting in such a way as to make the most effective and satisfied worker. Few theorists in psychology have moved very far beyond the basic trait-factor approach.

DEVELOPMENTAL THEORIES. Developmental theories, largely psychological, add a time dimension to the matching process. They recognize different tasks in career growth at different points in life. The matching process therefore is conducted within the developmental framework of the person. Such psychological terms as self-concept, needs and values add another dimension to explaining the process.

PSYCHOLOGICAL THEORIES. One set of theories applies psychological interpretations to the meanings derived from work and career. The activities are seen as the fulfillment of a basic psychologically defined need--often at a preconscious level. Early determinants which remain as motivators throughout one's life are identified as the significant element in the process.

SOCIOLOGICAL THEORIES. Those theories which see the person as a unit in a largely uncontrollable social circumstance define career development as accidental. At least they imply that enough of the steps a person goes through to reach an occupation are so largely determined environmentally that when the last few decisions are made the major choice making has been eliminated. The statistical data used to support such theories are intreguing; the explanations are usually extra-personal.

Another more recent phenomenon in explaining the career process has emerged with the advent of computers and the means to handle vast amounts of information almost simultaneously. These decision making approaches explain the choosing process which rests at the core of all growth and experience.

EXPLAINING WHY PEOPLE WORK AT WHAT THEY DO

THE APPROACH/APPROACHES I LIKE BEST IS/ARE

BECAUSE

VOCATIONAL DEVELOPMENT THEORIES REMIND ME OF

OTHER APPROACHES I LIKE ARE

BECAUSE

BASICALLY PEOPLE WORK AT WHAT THEY DO BECAUSE

VOCATIONAL LIFE STAGES

Donald Super

STAGE	AGE	EMPHASES
GROWTH STAGE	0 - 14	SIGNIFICANT OTHERS, SELF-CONCEPT, NEEDS FANTASY, INTERESTS, SOCIAL INTERACTIONS
Fantasy Substage	4 - 10	Needs, Role Playing Fantasies
Interest Substage	11 - 12	Likes determine goals, activities
Capacity Substage	13 - 14	Abilities given more weight
EXPLORATION STAGE	14 - 24	SELF-EXAMINATION, ROLE TRYOUT IN SCHOOL, LEISURE, PART-TIME WORK
Tentative Substage	15 - 17	Needs, Interests, Capacities, Values Tentative choice tryout
Transition Substage	18 - 21	Reality Factors, Self-concept, World of Work
Trial Substage	22 - 24	Beginning job tryout
ESTABLISHMENT STAGE	24 - 65	SUITABLE CAREER FIELD FOUND
Trial Substage	25 - 30	Changes made for suitability
Stabilization Substage	31 - 44	Development of secure work place
Maintenance Substage	45 - 65	Building on established career
DECLINE STAGE	65 ---	WORK ACTIVITIES CHANGE, NEW ROLES, SELECTIVE PARTICIPATION
Deceleration Substage	65 - 70	Part-time work, Retirement

CAREER DEVELOPMENT APPLIES TO CAREER EDUCATORS

I CAN REMEMBER BEST MY OWN VOCATIONAL DEVELOPMENT STATES OF

MY CURRENT STAGE IS

STAGES I BEST UNDERSTAND ARE
I AM COMPETENT TO ASSIST THOSE WORKING AT

I NEED TO KNOW MORE ABOUT

TEN YEARS FROM NOW I EXPECT TO BE

STAGING AS A NATURAL PROCESS

Our lives are lived through experiencing. Experienced events can take on any time frame. Roles and relationships are our major ways of organizing our experiencing, our lives. Once named, a role or relationship has one kind of integrity which defines it until renamed. Name changing both influences and is influenced by growth. Once defined, however, any experiencing has a beginning and an end. It, therefore, has stages in the process. Stages implies a consistency across people of the tasks of the stage. It does, however, allow unique patterns of individuals within the common stages.

Human growth responds to the same natural order of things as does everything within the universal order. Since it is human, however, the natural orders can be symbolized, cognized and reshaped intellectually, and projected into the past or future....and on occasion distorted. Distortion of the natural processes is a uniquely human capability. Given the opportunity humans are as likely to distort the natural processes as not.

The naturalness of human growth and development in roles and relationships must emerge in both individuals and programs. Distortions result in stunted growth, less than self-actualization, and unfulfilled roles and relationships. Humans can symbolically stop time, skip stages, transcend themselves and their situations....but only at a price.

In our major roles a cycle occurs every three to five years. Each cycle finds us in a fuller, richer role or relationship. Since knowledge and experiencing can only increase, each cycle becomes incrementally greater and eventually substantively different. The option to growing in a role of relationship by reaffirming it is to change or redirect oneself to a significantly different one. The option to remain in a role or relationship and not grow is to die.

Awareness of roles or persons extends from the preconscious model and willing to the explicit cognitive decisions regarding them. No experiencing takes place with cognition alone. Exploration is the trial activity and emotional involvement. It is the only natural function prior to commitment. Commitment at both private and public levels defines the extent of living out of a role and thus the quality of experiencing at the time. Skill Development can come only after commitment has been made privately and publicly since it is only then that an external criteria can be laid against the skills which accompany the role or relationship as named.

Skill Refinement adds new levels of functioning, creative application and ultimately the kind of boredom which follows fulfillment of meeting a challenge and the creativity of one's own contribution. Reaffirmation is a direct acknowledgement of growth within a role. Redirection is a responsible choice to make a major change. In either case, there is another cycle of Awareness....Dysfunction can occur within and without. New cycles can be picked up or dropped, but adaptations are always made within the natural order of growth.

STAGES IN GROWING ROLES AND RELATIONSHIPS

Joseph J. Quaranta

ROLE	X	X	X	X
RELATIONSHIP	X	X	X	X

AWARENESS

Preconscious Conscious Attending Seeking Cognitive Decisions

EXPLORATION

Experiencing Risk Taking Failure Emotional/Physical Decisions

COMMITMENT

Private Public Public/Private Time and Place Living Quality

SKILL DEVELOPMENT

Entry Skills Performance Skills Continued Development Skills

SKILL REFINEMENT

Higher Level Skills Creative Skills Boredom

REAFFIRMATION or REDIRECTION

New Levels New Dimensions Basic Changes

Stages can be applicable to any time frame.

Each stage differs from the others.

Major roles and relationships change every three to five years.

Natural growth must be continuous.

Natural growth must be sequential.

Grow or die.

ROLES AND RELATIONSHIPS GROW OR DIE

MY SIX MAJOR ROLES AND RELATIONSHIPS ARE	IN EACH I AM AT THE STAGE OF
I	
II	
III	
IV	
V	
VI	

AWARENESS
    EXPLORATION
        COMMITMENT
            SKILL DEVELOPMENT
                SKILL REFINEMENT
                    REAFFIRMATION/REDIRECTION

GOALS

Goals for Career Education in Teacher Education should evolve from national statements and should be local.

National Goals provide the strength of resources the nation can commit for a specific purpose.

Local Goals reflect the unique circumstances and objectives of each institution and/or program.

State level cooperative goal statements should evolve from educators working together. This effort should comprise a top priority task.

All goals for Career Education should include a consideration of the three main aspects of educational impact on human development. These goals should flow from the higher level rationale. They should lead to statements of objectives for individuals and for programs which can be operationalized.

BROAD EDUCATIONAL GOALS

BROAD CAREER GOALS

BROAD PERSONAL-SOCIAL GOALS

WHAT ARE THE GOALS OF YOUR CAREER EDUCATION PROGRAM?

GOALS

Broad goals are achieved in each area of development in an integrated overlapping yet independent way. Each is attained in increasingly broader environments. Each area enhances itself and the others.

Educational Development

- Educational Orientation and Planning
- Educational Learning Process Skills and Techniques
- Educational Content and Process Achievement
- Educational Appraisal
- Continued Educational Growth
- Increased Career and Personal-Social Development

Career Development

- Awareness of Work
- Appreciation of Work
- Motivation for Work
- Career Orientation
- Career Exploration
- Career Preparation
- Entry into Career
- Continued Career Progress
- Increased Educational and Personal-Social Development

Personal-Social Development

- Knowledge of Self and Others
- Acceptance of Self and Others
- Affirmation of Self and Others
- Increased Educational and Career Development

EXPERIENCING CURRICULUM

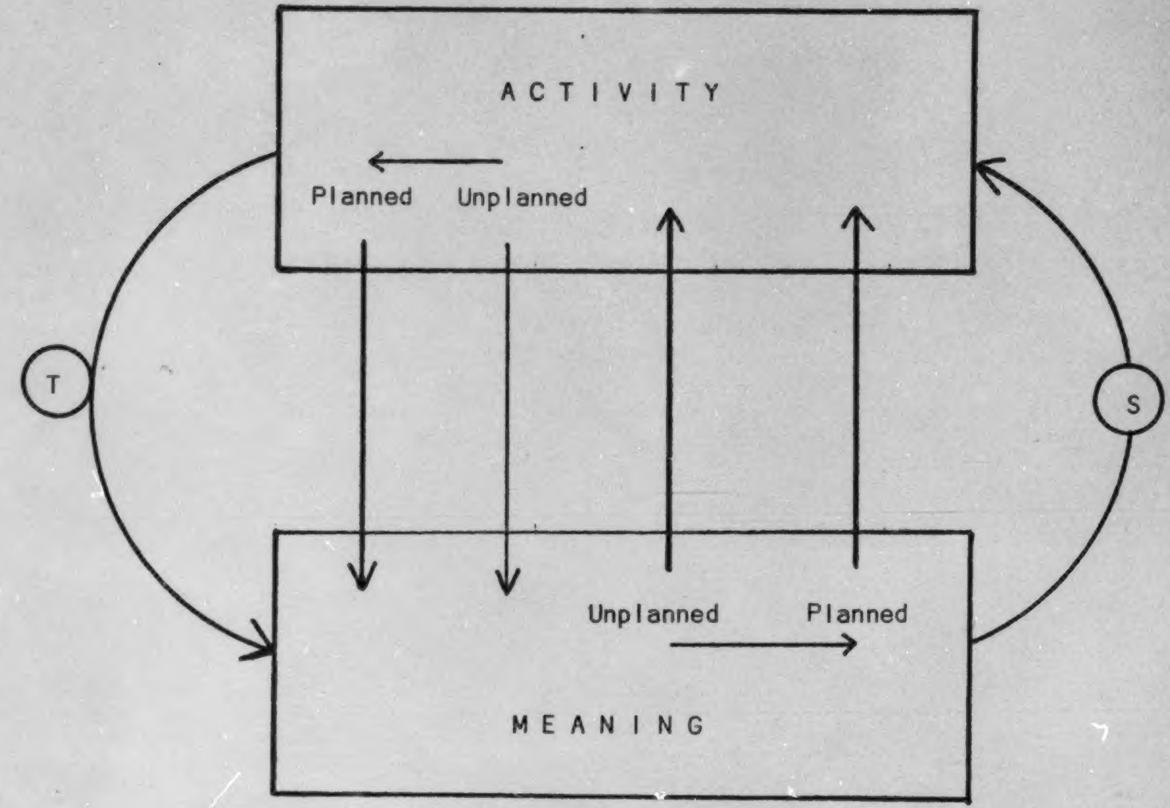
CAREER EDUCATION REQUIRES A 'LIVING OUT' OF ONE'S CAREER DEVELOPMENT. THIS DEMANDS AN EXPERIENCING CURRICULUM. MANY DESCRIPTIONS OF EXPERIENCING CURRICULA ARE AVAILABLE. ALL HAVE BOTH A CONCEPTUAL BASE AND A SPECIFIC ACTIVITIES DIMENSION.

HOW DO YOU DESCRIBE AN EXPERIENCING CURRICULUM?

EXPERIENCING CURRICULUM

A sound Career Education program has an experiencing curriculum. Experience always consists of activities and their meanings.

$$E = A + M$$



Experiencing is a process. It consists of activities and their meanings. Each is a separate but integrated part of the process. New meanings can be given to old activities; new activities can have the same meanings. Experiencing evolves from unplannedness to plannedness always allowing for that which is not predictable.

Each person ultimately takes charge of his or her own experiencing. The teacher is only a facilitator and cannot get in on the living process. A curriculum which creates experiencing conditions has planned randomness, interacting students and teachers, and real-life settings.

THE MEANINGS OF ALL BEHAVIORS ARE PERSONAL

WHEN I WAS YOUNGER IT MADE SENSE FOR ME TO

TODAY THE MOST MEANING FOR ME COMES FROM

THE BIGGEST CHANGE IN THE FUTURE WILL BE

WHEN THINGS DON'T MAKE SENSE FOR ME I TEND TO

UNPLANNEDNESS COMPARED TO PLANNEDNESS FOR ME IS

OUTCOMES

The outcomes of a Career Education Program should reflect increasingly more effective human behavior. Using the Seven Developmental Areas as a broad guide, some suggested outcomes can be defined for Career Education in Teacher Education in Ohio.

WHAT OUTCOMES DO YOU EXPECT?

CAREER DEVELOPMENT OUTCOMES
FROM
SEVEN DEVELOPMENTAL AREAS

SELF

Self activities result in students who:

1. become increasingly aware of their interests as they develop (likes, dislikes, new).
2. increasingly accept the uniqueness of their changing interests.
3. affirm interests through involvement in related activities including work.
4. become increasingly aware of aptitudes for specific tasks.
5. accept as unique their growing aptitudes.
6. affirm aptitudes through performance satisfying to self and/or others.
7. become increasingly aware of work achievements (home, school, social).
8. accept their work values reflected by current achievements (relative to changing, growing interests and aptitudes).
9. affirm personal and social beliefs as extensions of current achievements.

INDIVIDUAL AND ENVIRONMENT

Individual and Environment activities result in students who:

1. accept responsibility for tasks.
2. view work as a way of maintaining, improving or destroying our environment.
3. understand individual differences.
4. view work as a way people satisfy their needs and wants.
5. form, clarify, and extend the concepts interaction and interdependence.
6. appreciate work performed by family members.
7. appreciate contributions of various societal and ethnic groups to our culture.

WORLD OF WORK

World of Work activities result in students who:

1. view occupations as groups of jobs.
2. develop the importance of all worthwhile work and clarify the interdependency that exists.
3. form and clarify the concept of division of labor.
4. examine the variety of occupations represented by students, parents, and other family members and extend the concept.
5. understand work roles in the family and at school.
6. form and extend the concepts, goods and services.
7. are aware of how technological change relates to occupational change.
8. are aware that worker traits are common to and unique to jobs and that they relate to aptitudes.
9. can make occupational choices based on interpretation of interests, aptitudes, and values.
10. develop an awareness of job information resources and government job classifications.

ECONOMICS

Economics activities result in students who:

1. are aware that all people are consumers of goods and services.
2. are aware that producers provide both goods and services.
3. view rights and responsibilities as concurrent with being a citizen.
4. are aware that money is an economical way to exchange goods and services.
5. know a variety of ways people obtain and use money.
6. are aware of the skills and information that help us buy things.
7. make consumer choices based on a rationale.
8. are aware of organization and social units that provide products and/or services not aligned to the buying function.
9. can sequence the steps required in making a consumer decision and give the rationale for each step.
10. affirm factors affecting consumer behavior.

EDUCATION AND TRAINING

Education and Training activities result in students who:

1. develop awareness of long range planning as a required process for attaining certain goals.
2. acquire an appreciation for the life relatedness of education.
3. are motivated to utilize education experiences as training for career interests.
4. are motivated to utilize guidance personnel assistance to plan for implementing educational and career goals.
5. affirm career planning by implementing a planned program.
6. understand the difference between programs or courses of education in general and programs or courses which result in occupational training.

EMPLOYABILITY AND WORK ADJUSTMENT SKILLS

Employability and Work Adjustment Skills activities result in students who:

1. are aware of skills related to guiding interpersonal relationships required in social groups including the work setting.
2. are motivated to function effectively in social and work settings.
3. identify their current skills and adapt them to new or varying situations.
4. are aware of the need for job skills as they relate to entry and growth.
5. know job seeking skills.
6. know the characteristics of a good worker including personal appearance, manners, respect for others, and work skills.

DECISION MAKING

Decision Making activities result in students who:

1. know at least one decision making process such as --
    a. Intake - gathering data related to the problem (self awareness)
    b. Organizing the data (order, group, compare, contrast)

    c. Interpreting the cause/effect relationships

    d. Generate possible solutions (self acceptance)

    e. Develop the conditions necessary for an alternative to solve the problem

    f. Examine the consequences of the alternative

    g. To conclude the eventual consequences of an alternative (self affirmation)

2. have a thinking and feeling model for problem solving.

3. are aware that resolution of conflicts (problem solving) is generalizable to career choices.

4. seek opportunities to participate in decision making situations and test the effects of the decision.

5. are flexible in formulating plans.

6. can correlate their interests, aptitudes, abilities, feelings, and values to the decision making process.

OPTIMUM OUTCOMES

BOTH IMMEDIATE AND LONG-RANGE OUTCOMES SHOULD BE ANTICIPATED. THE OPTIMUM POTENTIAL FOR BOTH PERSON AND PROGRAM NEEDS TO BE DEFINED. EACH ACTS UPON THE OTHER. THESE ARE TWO SETS OF SUGGESTIONS FOR OPTIMUM OUTCOMES.

WHAT IS YOUR DEFINITION OF OPTIMUM OUTCOMES?

OPTIMUM PERSON

Abraham Maslow

1. MORE EFFICIENT PERCEPTION OF REALITY AND MORE COMFORTABLE RELATIONS WITH IT.

   Ability to detect the spurious, the fake, and the dishonest. Tuned more to the real world of nature than the man-made mass of concepts, abstractions, expectations, beliefs, and stereotypes that most people confuse with the world. Unthreatened and unfrightened by the unknown, comfortable with it. Able to live with doubt, uncertainty, and tentativeness. Not only tolerant of the ambiguous and unstructured, but liking it.

2. ACCEPTANCE (SELF, OTHERS, NATURE).

   Ability to accept selves and own nature without chagrin or complaint. Accept and enjoy selves on the animal level: appetite, sleep, sex. Lacking in defensiveness, pose, and protective coloration. Lacking in cant, guile, hypocrisy, front, face, game playing, trying to impress others.

3. SPONTANIETY.

   Spontaneous in behavior, inner life, thoughts, impulses. Simple natural reactions. Do not allow convention to hamper or inhibit from doing anything that is considered very important or basic.

4. PROBLEM CENTERING.

   Strongly focus on problems outside selves. Concerned with ethical and philosophical questions. Have a framework that is broad and universal, not petty and local.

5. THE QUALITY OF DETACHMENT: THE NEED FOR PRIVACY.

   Can tolerate, even enjoy solitude. Remain detached and undisturbed in situations that upset others. Are more objective. Able to concentrate and therefore become absent-minded and oblivious of surroundings.

6. AUTONOMY: INDEPENDENCE OF CULTURE AND ENVIRONMENT.

   Are independent of other people and the culture for satisfactions. Find satisfactions intrinsically, rather than extrinsically. Remain independent of hard knocks, deprivations.

7. CONTINUED FRESHNESS OF APPRECIATION.

Able to appreciate again and again, freshly and naively, the basic goodness of life with awe, pleasure, wonder, and even ecstasy. Various experiences provide these moments of appreciation--nature, children, music,--but they come from things natural, not from money or material things.

8. GEMEINSCHAFTSGEFUHL.

A deep feeling of identification, sympathy, and affection for human beings in general in spite of occasional anger, impatience, or disgust. A genuine desire to help the human race.

9. INTERPERSONAL RELATIONS.

Deep and profound interpersonal relations. Closer, more perfect, deeper identification. Yet with fewer individuals. Especially tender love toward children.

10. THE DEMOCRATIC CHARACTER STRUCTURE.

Friendly with everyone of suitable character regardless of class, education, political belief, race or color. Unaware of superficial differences. Willing to learn from anyone. Humble and respectful before those who have something to teach. Give respect to every human just because he is human.

11. DISCRIMINATION BETWEEN MEANS AND ENDS.

Are certain about right and wrong, have definite moral standards, are strongly ethical; but not in a conventional sense. Generally are concerned more with ends than means, though they are able to convert means into ends by becoming involved in the processes.

12. PHILOSOPHICAL, UNHOSTILE SENSE OF HUMOR.

Find nothing laughable in humor based on hostility, superiority, or authority-rebellion. Humor is based on what is thoughtful, philosophical, and spontaneous rather than on punning, witty remarks, or gay repartee.

13. CREATIVENESS.

A universal characteristic. Not genius creativity, but like the naive and universal creativeness of unspoiled children. Less inhibited, less constricted, less bound.

14. RESISTANCE TO ENCULTURATION.

Have a calm, long-time concern with cultural improvement that recognizes both the slowness and necessity of change. Can work for quick change when necessary though. Were pugnacious, impatient, and eager in their youth but have learned to temper their optimism. Are ruled by the laws of their own character rather than by the culture.

15. THE IMPERFECTIONS OF SELF-ACTUALIZING PEOPLE.

Possess plenty of the lesser human failings: vanity, partiality, temper outbursts, bad habits, ruthlessness, independence to the point of estrangement from others, impersonal, unsocial.

16. VALUES AND SELF-ACTUALIZATION.

Strength of personality provides a basis for the creation of own values. Fundamentally differing perceptions result in unconventional values.

17. THE RESOLUTION OF DICHOTOMIES IN SELF-ACTUALIZATION.

See self as a single whole, rather than as split into warring entities such as mind/body, heart/head, work/play, mature/childlike, sobriety/humor, self/society, acceptance/rebellion. See the world in wholes and as multifaceted rather than as polarized.

OPTIMUM PROGRAM OUTCOMES

Abraham Maslow

1. ASSUME EVERYONE IS TO BE TRUSTED.

This does not assume that everyone in the world is to be trusted--that no one is to be mistrusted. It assumes that the people selected for the particular plant are a fairly evolved type of person, relatively mature, relatively healthy, relatively decent.

2. ASSUME EVERYONE IS TO BE INFORMED AS COMPLETELY AS POSSIBLE OF AS MANY FACTS AND TRUTHS AS POSSIBLE, i.e., EVERYTHING RELEVANT TO THE SITUATION.

There is the clear assumption that people need to know, that knowing is good for them, that the truth, the facts, and honesty tend to be curative, healing, to taste good, to be familiar.

3. ASSUME IN ALL YOUR PEOPLE THE IMPULSE TO ACHIEVE.

It should be assumed that they are for good workmanship, are against wasting time and inefficiency, and want to do a good job, etc., a la McClelland.

4. ASSUME THAT THERE IS NO DOMINANCE-SUBORDINATION HIERARCHY IN THE JUNGLE SENSE OR AUTHORITARIAN SENSE (OR "BABOON" SENSE).

Where the jungle view of the world prevails, eupsychian management is practically impossible. There must be an ability to identify with a fairly wide circle of human beings, ideally with the whole human species. Authoritarians must be excluded or they must be converted.

5. ASSUME THAT EVERYONE WILL HAVE THE SAME ULTIMATE MANAGERIAL OBJECTIVES AND WILL IDENTIFY WITH THEM NO MATTER WHERE THEY ARE IN THE ORGANIZATION OR IN THE HIERARCHY.

There should be a replacement of polarizing and dichotomizing by the principle of hierarchy-integration. There should be psychodynamics of teamwork, of identification with the team or the organization. Each one has the same ultimate goal of victory that everybody else has, and therefore uses himself and his own peculiar capacities in the best possible way toward this ultimate goal of victory, even if it means self-sacrifice.

6. EUPSYCHIAN ECONOMICS MUST ASSUME GOOD WILL AMONG ALL THE MEMBERS OF THE ORGANIZATION RATHER THAN RIVALRY OR JEALOUSY.

The growing out of sibling rivalry in any team or organization must demand a fairly high level of personal maturity.

6a. SYNERGY IS ALSO ASSUMED.

Synergy can be defined as the resolution of the dichotomy between selfishness and unselfishness, or between selfishness and altruism. It is possible to set up society so that when one is pursuing his/her own self-interest, automatically everyone else, benefits. Under the same arrangement, when I try to be altruistic and philanthropic, I cannot help benefiting myself or advancing my own self-interest.

7. ASSUME THAT THE INDIVIDUALS INVOLVED ARE HEALTHY ENOUGH.

There cannot be psychopaths, schizophrenics, paranoids, brain injured, feeble-minded, perverts, addicts on a healthy program. There is a minimum qualitative personality needed.

8. ASSUME THAT THE ORGANIZATION IS HEALTHY ENOUGH.

There must be criteria for a healthy organization. Such principles will overlap with the criteria for personal psychological health, but also just as certainly they will not be altogether the same. Organizations are different from persons in some respects.

9. ASSUME THE "ABILITY TO ADMIRE."

There should be objectivity and detachment in a special sense, i.e., to be purely objective not only about other people's capacities and skills, but also about one's own.

This means particularly that there must be little or no resentment, no hatred of self, no hostility to truth, beauty, goodness, justice, law, order, or at least no more than the irreducible minimum inevitable in human nature.

10. ASSUME THAT THE PEOPLE IN EUPSYCHIAN PLANTS ARE NOT FIXATED AT THE SAFETY-NEED LEVEL.

That is they must be relatively anxiety-free, they must not be fear-ridden, they must have enough courage to overcome their fears, they must be able to go ahead in the face of uncertainty, etc.

11. ASSUME AN ACTIVE TREND TO SELF-ACTUALIZATION.

There should be the freedom to effectuate one's own ideas, to select one's own friends and one's own kind of people, to "grow," to try things out, to make experiments and mistakes, etc.

We must assume the will to health or to grow. This can be seen concretely rather than abstractly.

12. ASSUME THAT EVERYONE CAN ENJOY GOOD TEAMWORK, FRIENDSHIP, GOOD GROUP SPIRIT, GOOD GROUP HOMONOMY, GOOD BELONGINGNESS, AND GROUP LOVE.

Beware of stressing only the pleasures of autonomy, of actualization of the individual self. There are pleasures of being in a love community with which one can identify.

13. ASSUME HOSTILITY TO BE PRIMARILY REACTIVE RATHER THAN CHARACTER-BASED.

It will be for good, objective, present, here-now reasons and that it is therefore valuable rather than evil, and that it is therefore not to be stifled and discouraged.

Freedom to express reactive hostility will make for increased honesty and an improved situation rather than for the kind of permanent strain which comes when justified resentments and irritations cannot be expressed openly.

14. ASSUME THAT PEOPLE CAN TAKE IT, THAT THEY ARE TOUGH, STRONGER THAN MOST PEOPLE GIVE THEM CREDIT FOR.

One can easily enough find the limits for each individual and how much he can take and not take. The strain should not be constant, but people can benefit from being stretched and strained and challenged once in a while at least. In fact, they must be stretched and strained once in a while in order not to get slack and bored. Furthermore, we can assume that many people want to take it, to be stretched and challenged.

15. ASSUME THAT PEOPLE ARE IMPROVABLE.

This does not mean that they are perfectable. Furthermore, it does not exclude their having the vision or hope of perfection. All it says is that people can be better than they are by a little bit at least.

16. ASSUME THAT EVERYONE PREFERS TO FEEL IMPORTANT, NEEDED, USEFUL, SUCCESSFUL, PROUD, RESPECTED, RATHER THAN UNIMPORTANT, INTERCHANGEABLE, ANONYMOUS, WASTED, UNUSED, EXPENDABLE, DISRESPECTED.

This is simply the assertion that esteem needs and self-esteem needs are universal and instinctoid.

17. ASSUME THAT EVERYONE PREFERS OR PERHAPS EVEN NEEDS TO LOVE HIS BOSS (RATHER THAN TO HATE HIM), AND THAT EVERYONE PREFERS TO RESPECT HIS BOSS (RATHER THAN TO DISRESPECT HIM).

Respect is probably prepotent over loving--that is, while we prefer to respect and to love our boss, if we can choose only one of these, most of us would choose to respect the boss and not love him, rather than to love him and not respect him.

18. ASSUME THAT EVERYONE DISLIKES FEARING ANYONE (MORE THAN HE LIKES FEARING ANYONE), BUT THAT HE PREFERS FEARING THE BOSS TO DESPISING THE BOSS.

We may not like the strong men, but we can't help respecting them, and in a pinch preferring them, trusting them. The tough and hard but capable leader may be hated, but he is much preferred to the soft and tender weaker leader who may be more lovable but who may also bring about one's death.

19. ASSUME EVERYONE PREFERS TO BE A PRIME MOVER RATHER THAN A PASSIVE HELPER.

People like responsibility and function better when they get it.

20. ASSUME A TENDENCY TO IMPROVE THINGS, TO STRAIGHTEN THE CROOKED PICTURE ON THE WALL, TO CLEAN UP THE DIRTY MESS, TO PUT THINGS RIGHT, MAKE THINGS BETTER, TO DO THINGS BETTER.

The Gestalt motivation for closure and programs applies especially to healthy people.

21. ASSUME THAT GROWTH OCCURS THROUGH DELIGHT AND THROUGH BOREDOM. THE PARALLEL WITH CHILDREN'S GROWTH IS FAIRLY SOUND.

The child who is not anxiety-ridden seeks for novelty, has curiosity, manipulates and explores things, enjoys new things; but then sooner or later becomes bored with them and seeks for still newer and more worthy "higher" things or activities.

22. ASSUME PREFERENCE FOR BEING A WHOLE PERSON AND NOT A PART, NOT A THING OR AN IMPLEMENT, OR TOOL, OR "HAND."

A person prefers to use all his capacities, to flex all his muscles and resents being treated as just a part of the person.

23. ASSUME THE PREFERENCE FOR WORKING RATHER THAN BEING IDLE.

Most people prefer no work at all to meaningless work, or wasted work, or made work. Furthermore, there are certainly individual differences here in preferences for kind of work, e.g., intellectual, muscular, etc. Stress also the differences between the pleasures in the processes of working and in the goals or ends of work. In self-actualizing people the work they do might better be called "mission," "calling," "duty," "vocation," in the priest's sense. This mission in life is actually so identified with the self that it becomes as much a part of the worker as his liver or lungs. For the truly fortunate worker, the ideally eupsychian worker, to take away work (mission in life) would be almost equivalent to killing him.

24. ALL HUMAN BEINGS, NOT ONLY EUPSYCHIAN ONES, PREFER MEANINGFUL WORK TO MEANINGLESS WORK. THIS PREFERENCE MUST BE FAR STRONGER IN EUPSYCHIANS THAN IN OTHERS.

Stress the high human need for a system of values, a system of understanding the world and of making sense out of it. If work is meaningless, then life comes close to being meaningless. No matter how menial the chores--the dishwashing and the test-tube cleaning, all become meaningful or meaningless by virtue of their participation or lack of participation in a meaningful or important or loved goal.

25. ASSUME THE PREFERENCE FOR PERSONHOOD, UNIQUENESS AS A PERSON, IDENTITY (IN CONTRAST TO BEING ANONYMOUS OR INTERCHANGEABLE).

Identity as an individual within the group is essential.

26. ASSUME THAT THE PERSON IS COURAGEOUS ENOUGH FOR EUPSYCHIAN PROCESSES.

This does not mean that a lack of fears, but rather that they can be conquered or growth in spite of them. Have stress-tolerance, know creative insecurity, endure anxiety.

27. ASSUME NONPSYCHOPATHY (A PERSON MUST HAVE A CONSCIENCE, MUST BE ABLE TO FEEL SHAME, EMBARRASSMENT, SADNESS).

A person must be able to identify with other human beings and to know what they feel like. We must also assume a minimum of paranoia, i.e., of suspicion, of grandiosity, of persecution feelings.

28. ASSUME THE WISDOM AND THE EFFICACY OF SELF-CHOICE.

It is an almost basic assumption to find out what they are best at by finding out what they like most. This assumes that what one likes, what one prefers, what one chooses, is a wise choice. Neurosis may also be defined as the loss of the ability to choose wisely, i.e., in accordance with one's true needs.

29. ASSUME THAT EVERYONE LIKES TO BE JUSTLY AND FAIRLY APPRECIATED, PREFERABLY IN PUBLIC.

False notions of modesty and humility stand in the way. Assume that everyone likes to boast about his accomplishments and likes to hear others praise his accomplishments. This must be realistic, just, and fair. To be praised for what one does not deserve or to have one's accomplishment unduly exaggerated can actually be guilt-producing.

30. ASSUME THE DEFENSE AND GROWTH DIALECTIC FOR ALL THESE POSITIVE TRENDS THAT WE HAVE ALREADY LISTED ABOVE. EVERY TIME WE TALK ABOUT A GOOD TREND IN HUMAN NATURE, WE MUST ASSUME THAT THERE IS ALSO A COUNTER TREND.

It is perfectly true that almost every human being has a tendency to grow toward self-actualization; but it is just as true that every human being has a trend toward regression, toward fear of growth, toward not wanting self-actualization. These opposite trends always form a balance and relate to each other in a dialectical way.

31. ASSUME THAT EVERYONE BUT ESPECIALLY THE MORE DEVELOPED PERSONS PREFER RESPONSIBILITY TO DEPENDENCY AND PASSIVITY MOST OF THE TIME.

The tendency to prefer responsibility and maturity lessens when the person is weak, frightened, or sick or depressed, etc. It must be set at the right level so that it can be managed well. Too much responsibility can crush the person just as too little responsibility can make him flabby.

32. ASSUME THAT PEOPLE WILL GET MORE PLEASURE OUT OF LOVING THAN THEY WILL OUT OF HATING. THE PLEASURES OF HATING ARE REAL AND SHOULD NOT BE OVERLOOKED.

For fairly well-developed people, the pleasures of loving, of friendship, of teamwork, of being a part of a well-functioning organization, are real and strong and furthermore are greater than the pleasures of disruption, destruction, antagonism.

33. ASSUME THAT FAIRLY WELL-DEVELOPED PEOPLE WOULD RATHER CREATE THAN DESTROY. THE PLEASURES OF CREATING SOMETHING ARE GREATER THAN THE PLEASURES OF DESTROYING SOMETHING.

Although the latter pleasures actually do exist and must not be overlooked, especially since they can be rather strong in poorly developed people.

34. ASSUME THAT FAIRLY WELL-DEVELOPED PEOPLE WOULD RATHER BE INTERESTED THAN BE BORED.

This can be said more strongly, i.e., practically all people hate being bored.

35. ASSUME AT THE HIGHEST THEORETICAL LEVELS OF EUPSYCHIAN THEORY, A PREFERENCE OR A TENDENCY TO IDENTIFY WITH MORE AND MORE OF THE WORLD MOVING TOWARD THE ULTIMATE OF MYSTICISM, A FUSION WITH THE WORLD, OR PEAK EXPERIENCE, COSMIC CONSCIOUSNESS.

This is in contrast with increasing alienation from the world.

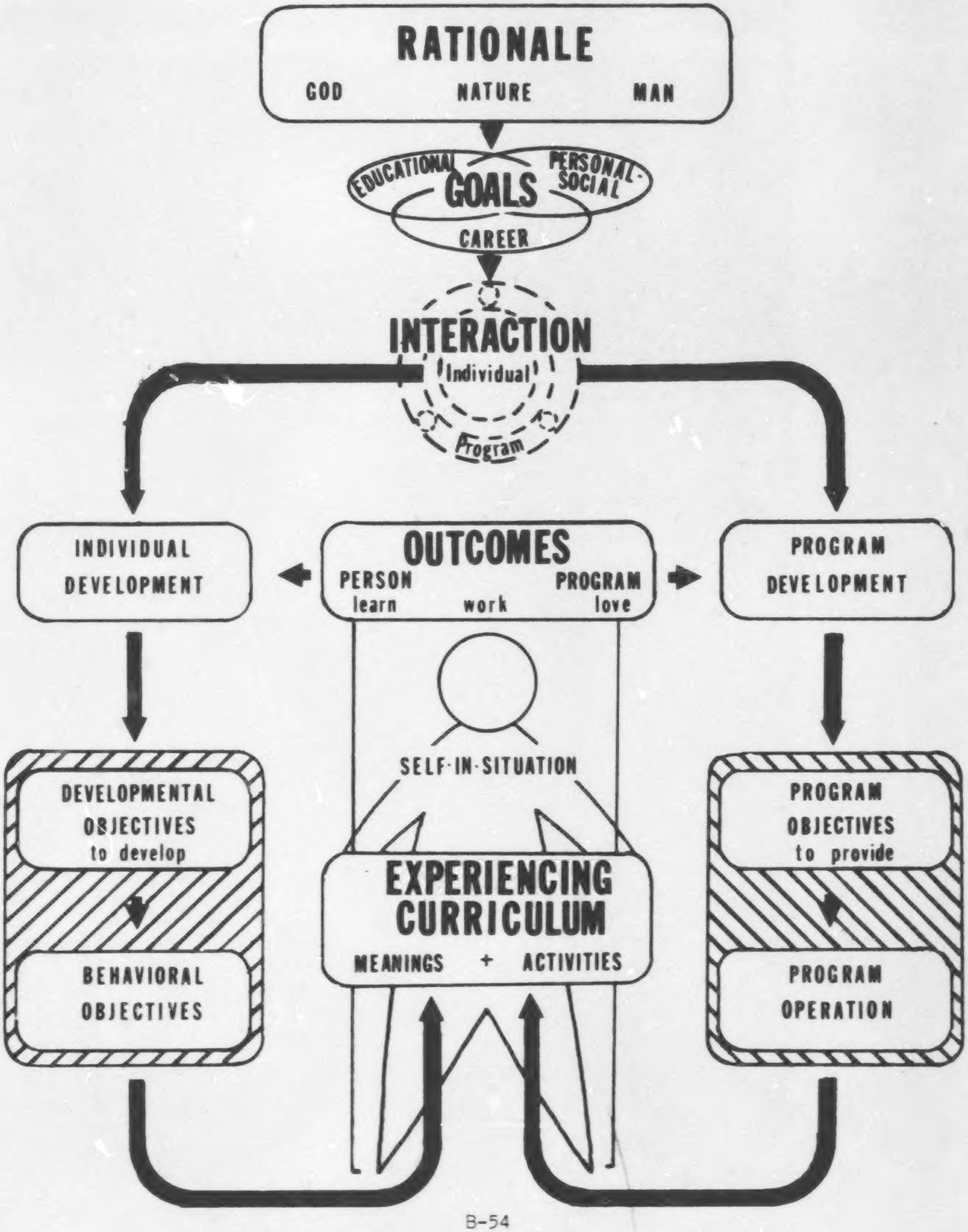
36. THE ASSUMPTION OF THE METAMOTIVES AND THE METAPATHOLOGIES, OF THE YEARNING FOR THE "B-VALUES," i.e., TRUTH, BEAUTY, JUSTICE, PERFECTION.

Applies to organization.

This section describes the program framework for Ohio's K - 10 Career Development Program.

It forms the basic framework for Career Education in Teacher Education in Ohio. It is Ohio's state framework or model for Career Education. It represents views specific to Ohio, yet is perceived broadly enough to provide for individually developed programs to fit the framework with consistency.

CONCEPTUAL FRAMEWORK FOR OHIO CAREER EDUCATION PROGRAMMING


RATIONALE
GOD
NATURE
MAN
GOALS
EDUCATIONAL
PERSONAL-SOCIAL
CAREER
INTERACTION
Individual
Program
INDIVIDUAL DEVELOPMENT
OUTCOMES
PERSON
PROGRAM
learn
work
love
PROGRAM DEVELOPMENT
SELF-IN-SITUATION
DEVELOPMENTAL OBJECTIVES to develop
BEHAVIORAL OBJECTIVES
EXPERIENCING CURRICULUM
MEANINGS + ACTIVITIES
PROGRAM OBJECTIVES to provide
PROGRAM OPERATION

INDIVIDUAL-PROGRAM INTERACTION

To show the interaction of the Individual and the Program, the Ohio Career Education Framework uses a number of concepts and accompanying definitions. These are guidelines for insuring that both the program and the individual impact on each other in a consistent healthy way.

INDIVIDUAL DEVELOPMENT. A major conceptual parameter consisting of those Developmental Objectives, Behavioral Objectives and Activities designed to act upon the development needs of the individual.

DEVELOPMENTAL OBJECTIVES: (To Develop) Broad guidelines to insure comprehensive content areas, process levels for all clients. These are not intended as directly measurable objectives.

Developmental Levels
- Knowledge
- Acceptance
- Affirmation

Educational Clients
- K-6
- 7-8
- 9-10
- 11-12
- Post Secondary

Seven Developmental Areas
- Self
- Individual and Environment
- World of Work
- Economics
- Education and Training
- Employability and Work Adjustment
- Decision Making

BEHAVIORAL OBJECTIVES: Specific, describable behaviors for Career Development.

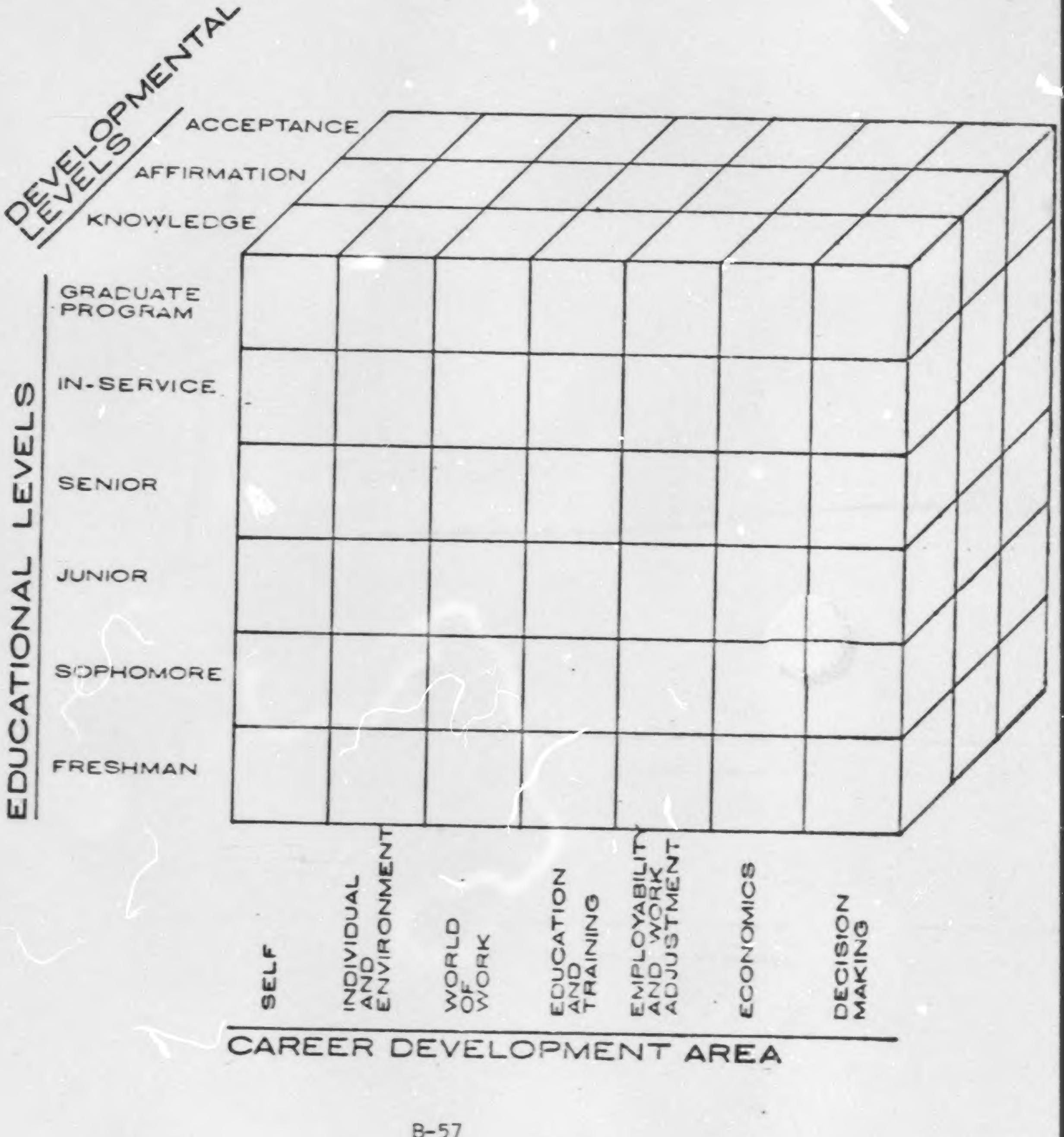
Cognitive

Affective

Psychomotor

INDIVIDUAL DEVELOPMENT

A major conceptual parameter of a total career development program consists of the elements of individual development. These include the Developmental Objectives, Behavioral Objectives, and the specific activities designed to act upon the developmental needs of the individual clients of the program.


DEVELOPMENTAL LEVELS
ACCEPTANCE
AFFIRMATION
KNOWLEDGE
EDUCATIONAL LEVELS
GRADUATE PROGRAM
IN-SERVICE
SENIOR
JUNIOR
SOPHOMORE
FRESHMAN
SELF
INDIVIDUAL AND ENVIRONMENT
WORLD OF WORK
EDUCATION AND TRAINING
EMPLOYABILITY AND WORK ADJUSTMENT
ECONOMICS
DECISION MAKING
CAREER DEVELOPMENT AREA

CAREER EDUCATION CLIENTS

The individuals who receive the program impact for Career Education are identified in the Ohio Career Development Programs as students in the K-6 grades, 7-8 grades, 9-10 grades, and 11-12 grades. Provision is also made at the post-secondary level for grades 13-14. In addition specific needs are addressed to those students for whom the regular program is not adequate. These include handicapped or special students and more recently minority students, women, and others who represent a unique and often unassisted clientele.

The career educator needs to become aware of the special needs of some individuals. At the same time a career educator program must acknowledge the special needs of some career educators themselves. While the career education in teacher education identifies a basic clientele at each level, it also acknowledges special needs of those who comprise the program.

TO LEARN TO PROVIDE CAREER EDUCATION FOR	THERE ARE CAREER EDUCATOR PROGRAMS FOR
K-6 MOTIVATION	FRESHMEN
7-8 ORIENTATION	SOPHOMORES
9-10 EXPLORATION	JUNIORS
11-12 PREPARATION	SENIORS
13-14 TRAINING, RETRAINING AND UPGRADING	IN-SERVICE STAFF
	GRADUATE STUDENTS

The interplay of the stage of development of the career educator against the requirements for the specific clientele for whom training is intended to ultimately assist requires the question. "What content and processes are required by the career educator at each level to work effectively with the individual at his or her level?"

The seven developmental areas of career development and the developmental levels provide a schema for the content of career educator programs. The activities required for sound career education dictate the processes.

DEVELOPMENTAL LEVELS

KNOWLEDGE

ACCEPTANCE

AFFIRMATION

The Ohio Career Development Program Framework identifies three developmental levels of objectives. These are Knowledge, Acceptance, and Affirmation. They correspond to but are broader than the Cognitive, Affective and Psychomotor objectives.

The Knowledge level of developmental objectives recognizes that there is a knowing or factual and informational aspect to development. One must increasingly expand knowledge both inwardly in terms of one's interests, aptitudes and abilities, characteristics, goals and values and total personality configuration, and outward in terms of other people and all aspects of the environment. Increased knowledge can be one springboard for developmental growth. It can also cap a developmental spurt by providing the necessary cognitive frame with which to explain what has been internalized and acted upon. While knowledge for knowledge sake has one kind of value, it realizes its true value operationally.

The Acceptance level of developmental objectives recognizes that what is known must be internalized and "felt" by the individual. Subsequent growth is then based on the acceptance of information and of the responsibility of subsequent behavior. Often lack of knowledge is not the cause of lack of progress. Rather, it is the lack of total acceptance of what is known intellectually. Strategies which deal with these attitudes and values differ from those which provide for increased knowledge.

The Affirmation level of developmental objectives recognizes that there is a need to live out what is known and has been accepted in order for growth to take place. The affirming of oneself in a living situation constitutes the final indication of development. At times one may automatically act out a behavior without truly accepting or knowing the developmental implications. Cooperative behavior results in increased productivity even when accidentally performed. However, a cooperative attitude which insures continued increased productivity must be felt and understood.

All three developmental levels work one on the other and together provide the broad focus within the seven developmental areas that results in actual behavioral change from curriculum experiences.

SEVEN DEVELOPMENTAL AREAS OF CAREER DEVELOPMENT

In Ohio, Career Development is not taught as a separate subject. It is integrated within all curriculum areas and involves more than just learning about jobs. The following Seven Developmental Areas have been identified in the Ohio Career Development Program.

Each Area represents a broad sphere in which career education learning occurs. The Seven Developmental Areas present a coherent, logical method of directing career education into manageable parts.

The career educator provides experiences for the student to develop Knowledge, Acceptance and Affirmation of the content of each area.

Self

This component is designed to help the student develop knowledge about himself--knowledge pertaining to his attitudes, feelings, perceptions and evaluation of himself. The Self component involves the student in a planned and sequential process of self-assessment of his interests, aptitudes, achievements and values. Activities associated with this component include group and individual counseling, test interpretation, group guidance procedures and the use of techniques such as role playing, open-ended discussions and self-reports. As the student comes to realize who he is and what he is like, he is better able to establish relevant personal-social, educational and career goals consistent with his own unique value system.

Individual and Environment

This component is designed to develop an understanding of the individual in relation to his environment. It provides the student with insights into: why people work, how environments keep people producing, the relationship between the individual and work and between the environment and work, how people use and modify environments and their resources. The Individual and Environment component helps the student understand his role in the home, school, community and work. The major goal is to understand the role each person plays and how he plays that role.

World of Work

The World of Work component includes content related to the nature of work, the scope and nature of occupations, methods of studying and classifying occupations and perceptions related to work values. The goal of this area is to expand the students' awareness about work, careers, associated life styles, rewards, leisure time, working conditions, and the education and training requirements of some careers. The student is assisted in understanding the broad range of careers which are available as they serve him, the community, or society at large. Particular consideration is given to new and emerging occupations. He is also assisted in learning what is involved in the development, growth, behavior, training and rewards of persons engaged in specific occupations. The student is motivated to participate in his current world of work and to gradually engage in active career exploration and preparation which lead to the selection of an appropriate role or roles within the World of Work.

Economics

The goal of the Economics component is to assist the student in developing an understanding of the economic process. This process involves employing human needs. This component emphasizes both the earning of income as a worker and the disposition of income (saving, spending, money management) as a consumer. To be successfully involved in our economic system as a wage-earner, the student must have knowledge of salary ranges, the costs and benefits of future education or training, the influences of supply and demand on the job market, and the effects of productivity and income growth on employment.

Education and Training

The Education and Training component is designed to assist the student to develop an awareness of the relationship between education and training and the life roles assumed by himself and others. From this basic educational awareness, the student continues to develop and refine a thorough understanding of the part education and training play in relationship to the changing world of work in which he will assume a productive participation. The student will also come to recognize the need for specific education and training for specific career roles. The student is exposed to all forms of education and training, including but not limited to: on-the-job training, high school vocational programs, colleges, community colleges, technical schools and apprenticeship schools.

Through his understanding of the relationship between education and training and life roles, the student is able to combine knowledge of himself as a participant in education and training, his learning style, his capabilities and capacities, and the ability to select and evaluate educational avenues for the development of his career plans.

Employability and Work Adjustment

This component is designed to help students develop those patterns of behavior necessary to enter, maintain and to progress in a career. This component can be divided into the following six skill subtopics:

- interpersonal relationship skills needed to function in a job,
- adaptability skills needed to adjust to changing jobs and job requirements,
- basic educational skills including reading, writing and arithmetic,

- job skills to perform entry level tasks, to grow with the job and to make transfers to other job areas, if necessary,
- job seeking skills to attain employment commensurate with abilities and training, and
- industrial discipline on-the-job, attitudes and work habits needed to retain and progress in an occupational area.

Career Decision Making

Career Decision Making is, in reality, not a separate component, but a process that encompasses all of the developmental areas. The goal of this component is to help the student to develop increasing skill and experience in the rational process of decision making, and come to accept the responsibility for the outcome of his decisions.

In order to make a wise career choice, the goals of the student must be defined and possible alternate solutions considered. After collecting relevant information and examining the consequences of alternatives, the goals and alternatives are re-evaluated. The results can then be generalized to meet new problems and/or situations.

The Seven Developmental Areas represent a major framework for the Career Development Programs for K - 6, 7 - 8, and 9 - 10. These constitute the broad scheme for organizing the developmental objectives.

The concern of the career educator program is for the training of the career educator who will come to understand this pattern of approaching career education. It is the major purpose, then, of the Seven Developmental Areas in college and university teacher education programs to utilize the schema to organize the content and processes which prospective teachers need to know in order to utilize and build upon the framework of the Ohio Career Development model.

SEVEN DEVELOPMENTAL AREAS IN TEACHER EDUCATION

The seven developmental areas constitute the major conceptual base for career education programming. If outcomes are anticipated at the Knowledge, Acceptance and Affirmation levels within the public school curriculum, then teacher education programs must develop at the in-service and pre-service levels the necessary expertise, materials, resources, and facilities to accomplish the tasks.

The following are suggestions for teacher education programs addressing the seven developmental areas as areas of career education skills.

The first area, Individual and Environment, is more complete than the others. It demonstrates the extent of potential content of the areas. The others are listed as suggested content and processes for teacher education.

INDIVIDUAL AND ENVIRONMENT

SELF

WORLD OF WORK

ECONOMICS

EDUCATION AND TRAINING

EMPLOYABILITY AND WORK ADJUSTMENT

DECISION MAKING

INDIVIDUAL AND ENVIRONMENT

KNOWLEDGE
    ACCEPTANCE
        AFFIRMATION OF

ENVIRONMENTAL SYSTEMS

- ECOLOGY
    - Biotic Communities and Ecosystems
    - Food Chains
    - Natural Cycles--e.g., Nitrogen, Carbon, Phosphorus, Oxygen
- EVOLUTION
    - Animal Behavior, Territoriality
    - Natural Selection
    - Human Revolution

NATURAL RESOURCES

- WATER
    - Hydrological Cycle (Rainfall Patterns)
    - Worldwide Distribution of Water
    - Plant, Animal, and Human Use
    - Storage, Transportation, Recycling, Converting
    - Pollution
        - Types--Sewage, Industrial, Agricultural
        - Forms--Biotic, Chemical, Mineral, Thermal, Pesticides
        - Health Hazards
    - Eutrophication
    - Solutions to Abuse and Overconsumption
- LAND
    - Soils--Formation, Type, Structure
    - Types, by Growth and Climate
        - Forests--Boreal, Temperate, Tropical
        - Grasslands
        - Deserts
        - Arctic
    - Use--Agriculture, Forests, Social, Wilderness
    - Abuse--Solid Wastes, Social Mismanagement
    - Preservation--Land Ethics, Wilderness and National Parks, Zoning and Restrictions on Use
- WILD SPECIES
    - Population and Niches
    - Distribution and Types
    - Use--Exploitation, Management, Husbandry
    - Abuse--Extinction
    - Preservation

FUELS, MINERALS, AND ENERGY
- Types and Distribution
- Production and Use of Metals and Fuels
- Depletion and Pollution--Radiation, Spills, Slag, Overproduction and Overconsumption
- Electrical Power
  - Consumption
  - Hydrological and Steam-generating
  - Atomic and Fossil Fuels

AIR
- Composition and Cycle of Atmosphere
- Weather
- Pollution
  - Types--e.g., Chemical, Biological
  - Causes--e.g., Industry, Automobiles, Power Production
  - Hazards to Health
- Solutions to Abuse

PEOPLE AND SOCIETY

POPULATION
- Reproduction
- Distribution and Structure
- Growth and Projections
- Management Methods

FOOD RESOURCES
- Agriculture--e.g., Crops, Animal Husbandry
- Production Methods--e.g., Irrigation, Machinery, Fertilizer, Chemical Pesticides, Hybrids, Improved Seeds
- Future Outlook

SHELTER
- Architectural Styles
- Urbanization

MODERN SOCIAL PROBLEMS
- Transportation
- Crowding
- Noise
- Aesthetics
- Health

CULTURAL PERSPECTIVES

LITERARY
- Personal
- Ethical
- Philosophical

HISTORICAL
- Frontier Development
- Industrialization
- Modern Society

FUTURE
    Predictions
    Courses of Action

LAWS
    Regulations, Statutes, Codes
    Enforcement

NATURAL AREA STUDY

FIELD TRIPS

SPECIAL PROJECTS

WILDERNESS TRAINING AND SURVIVAL TRAINING

INDIVIDUAL ROLES AND RELATIONSHIPS

EDUCATIONAL

COMMUNITY

FAMILY

WORK

WORK IN THE ENVIRONMENT

EXPLANATIONS OF WHY PEOPLE WORK
    Psychological
    Sociological
    Philosophical

IMPACT OF WORK ON ENVIRONMENT

WORK AND ECONOMICS

(Taken from Career Education in the Environment)

SELF

KNOWLEDGE
ACCEPTANCE
AFFIRMATION

SUGGESTED CONTENT AND PROCESS AREAS TO BE INCLUDED:

PERSONALITY THEORIES

LEARNING THEORIES

DEVELOPMENTAL STAGES

HUMANISTIC EDUCATION ISSUES

VALUES AND ATTITUDES

SELF-DEVELOPMENT TECHNIQUE

OTHERS:

WORLD OF WORK

KNOWLEDGE
ACCEPTANCE
AFFIRMATION

SUGGESTED CONTENT AND PROCESS TOPICS:

- VOCATIONAL DEVELOPMENT THEORIES
- VOCATIONAL ASSESSMENT INSTRUMENTS
- CAREER GUIDANCE PROCESSES

- OCCUPATIONAL INFORMATION CLASSIFICATION SYSTEMS
- OCCUPATIONAL INFORMATION SOURCES
- COMPUTER BASED INFORMATION SYSTEMS

- LOCAL, STATE AND NATIONAL EMPLOYMENT DATA
- CHANGING OCCUPATIONAL FIELDS
- FUTURISM AND OCCUPATIONS

OTHERS:

ECONOMICS

KNOWLEDGE
ACCEPTANCE
AFFIRMATION

SUGGESTED CONTENT AND PROCESS TOPICS:

- THEORIES OF ECONOMICS
- ECONOMIC SYSTEMS
- LOCAL, STATE AND NATIONAL ECONOMIC DATA
- DEFINITIONS AND TERMS
- ECONOMIC EDUCATION
- CONSUMER ECONOMICS
- PERSONAL ECONOMY
- HOME MANAGEMENT

OTHERS:

EDUCATION AND TRAINING

KNOWLEDGE
ACCEPTANCE
AFFIRMATION

SUGGESTED CONTENT AND PROCESS TOPICS:

- RELATIONSHIP BETWEEN EDUCATION AND TRAINING
- JOB TRAINING SOURCES
- EDUCATION SOURCES
- SCHOOL CURRICULUM AND TRAINING PROGRAMS
- COLLEGE CURRICULUM AND TRAINING PROGRAMS
- TYPES OF TRAINING PROGRAMS
- PATTERNS OF EDUCATION AND TRAINING INTERFACE
- COLLEGE CATALOGS
- HOW TO SELECT A TRAINING PROGRAM
- SOURCES OF INFORMATION

OTHERS:

EMPLOYABILITY AND WORK ADJUSTMENT

KNOWLEDGE
ACCEPTANCE
AFFIRMATION

SUGGESTED CONTENT AND PROCESS TOPICS:

- PERSONALITY SKILLS
- WORK SKILLS Computational Skills - Reading Skills
- WORK ADJUSTMENT, READJUSTMENT
- WORK ADJUSTMENT SKILLS: ENTRY
- WORK ADJUSTMENT SKILLS: CONTINUED GROWTH
- PLACEMENT SERVICES
- JOB-SEEKING TECHNIQUES
- JOB INTERVIEWS
- JOB SATISFACTION STUDIES

OTHERS:

DECISION MAKING

KNOWLEDGE
ACCEPTANCE
AFFIRMATION

SUGGESTED CONTENT AND PROCESS TOPICS:

- DECISION MAKING THEORY
- APPROACHES TO DECISION MAKING
- DECISION MAKING AT DEVELOPMENT LEVELS
- TECHNIQUES OF DECISION MAKING TRAINING
- SOCIETAL ISSUES AFFECTING DECISION MAKING
- PERSONALITY ISSUES AFFECTING DECISION MAKING
- HUMAN RELATIONSHIPS TRAINING

OTHERS:

ELEMENTS OF A BEHAVIORAL OBJECTIVE

Frank Wellman

Writing behavioral objectives requires an understanding of four elements which constitute the "grammar" of operational objectives writing: (1) the situation, (2) the population, (3) the treatment, and (4) the outcome.

SITUATION. Every action occurs in a context which delimits and determines the meaning of events within it. The variables of this context must be declared as aspects of the situation, or relevant factors of time and space.

POPULATION. A second reality of any operation is the population which the action is intended to affect. Definition requires specification of existing characteristics of this group in sufficient detail to permit precise determination of the changes occuring in the group identified.

TREATMENT. This defines the input which is intended to create change. This input could occur in the form of methodology, media, materials, activities, time variations or others. Whatever form used in the treatment should be defined. The role and function of the teacher in the objective is covered under this element.

OUTCOME. The results of any action taken to create change must be identifiable as measured outcomes. To be measured, provision must be made for examination of some dimension which could be measurable. If, in addition, the writer is concerned with program budgeting requirements, he/she must further define such outcomes in terms of the minimum acceptable level desired to justify the allocation of staff, effort, resources. Thus an outcome permits the determination of whether the difference mattered in terms of human values, costs and other considerations.

An example of the four elements in an objective would be the following.

Given an elementary school in a rural farming community (SITUATION) with all second grade students (POPULATION) having viewed a filmstrip about city life (TREATMENT) each child will be able to list six city jobs (OUTCOME).

TAXONOMIES FOR BEHAVIORAL OBJECTIVE DOMAINS

Bloom, Krathwohl, Simpson

The most commonly used set of taxonomies for identifying the domains of human development within which objectives can be written in a comprehensive, inclusive and sequential manner are those developed by the above authors. These are consistent with the rationale for career education program development in Ohio and constitute the framework which guides program operations.

COGNITIVE DOMAIN

KNOWLEDGE
- Knowledge of Specifics
- Knowledge of Universals and Abstractions

COMPREHENSION
- Translation
- Interpretation
- Extrapolation

APPLICATION

ANALYSIS
- Analysis of Elements
- Analysis of Relationships
- Analysis of Organizational Principles

SYNTHESIS
- Production of Unique Communication
- Production of a Plan for Operations
- Derivation of a Set of Abstract Relations

EVALUATION
- Judgments in Terms of Internal Evidence
- Judgments in Terms of External Evidence

AFFECTIVE DOMAIN

RECEIVING
- Awareness
- Willingness to Receive
- Controlled or Selected Attention

RESPONDING
- Acquiescence in Responding
- Willingness to Respond
- Satisfaction in Response

VALUING
- Acceptance of Value
- Preference for a Value
- Commitment

ORGANIZATION
- Conceptualization of a Value
- Organization of a Value System

CHARACTERIZATION
- Generalized Set
- Characterization

PSYCHOMOTOR DOMAIN

PERCEPTION
- Sensory Stimulation
- Cue Selection
- Translation

SET
- Mental Set
- Physical Set
- Emotional Set

GUIDED RESPONSE
- Imitation
- Trial and Error

MECHANISM

COMPLEX OVERT RESPONSE
- Resolution of Uncertainty
- Automatic Performance

PROGRAM DEVELOPMENT. A major conceptual parameter consisting of Program Objectives, Program Operations and Activities to specify what the program will provide to intervene or act upon the developmental needs of the individual.

PROGRAM OBJECTIVES: (To Provide) Broad guidelines to insure all program components for all levels in all arenas.

Program Components
- Staff
- Facilities
- Materials
- Resources
- Strategies

Program Arenas
- College/University
- Public/Private School
- Community
- Business
- Industry
- Labor
- Professions

Program Stages of Development
- Initiate
- Develop
- Reinforce

PROGRAM OPERATION: Specific guidelines for implementing an experiential curriculum.

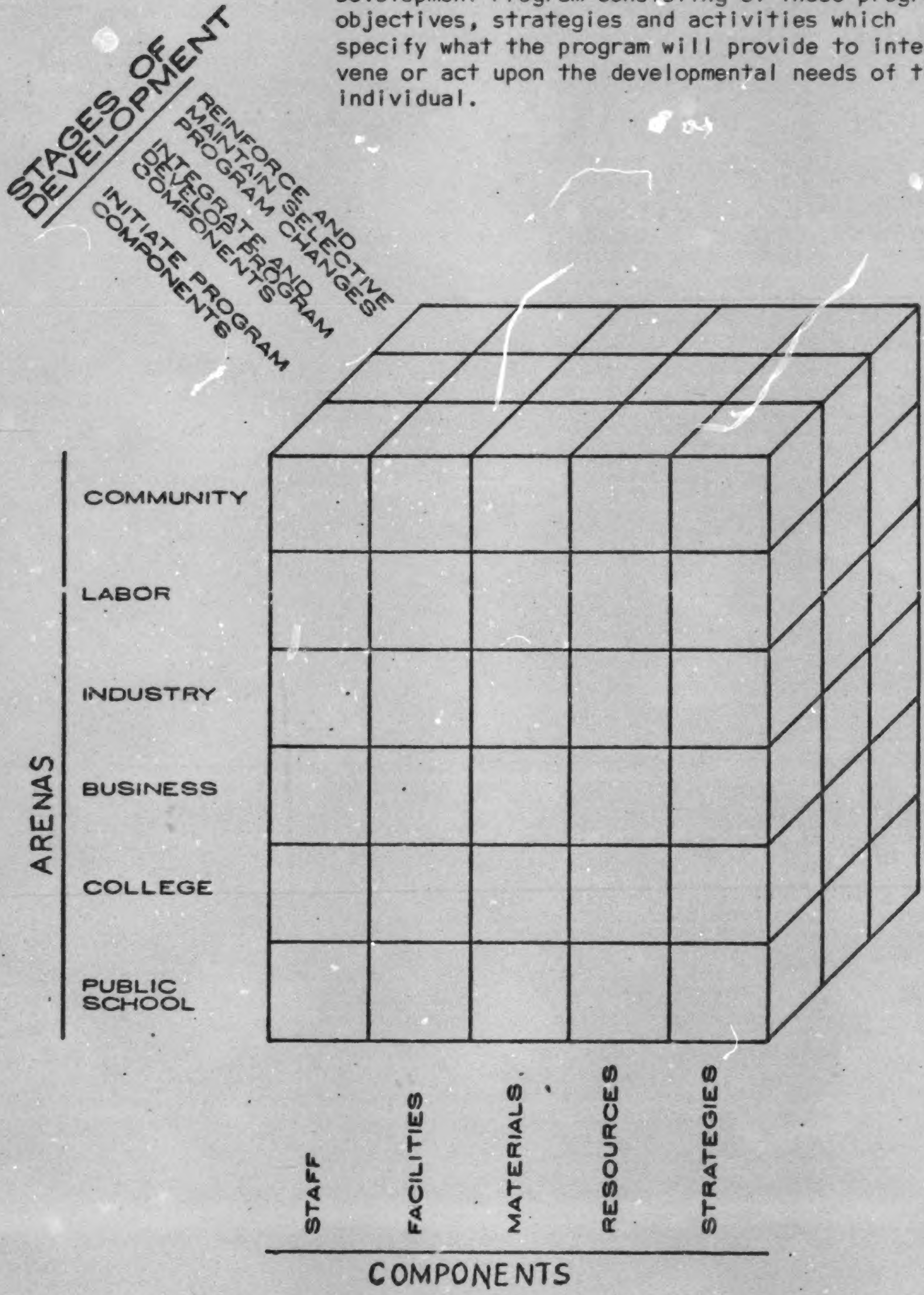
Activity Levels
- Experiential
- Simulated
- Vicarious

Levels of Integration
- Separate Activities and Units
- Guidance Related Programs
- Integrated Curriculum

Focus of Activities
- Intrapersonal
- Interpersonal
- Extrapersonal

CAREER EDUCATION
PROGRAM DIMENSIONS

A major conceptual parameter of a total Career Development Program consisting of those program objectives, strategies and activities which specify what the program will provide to intervene or act upon the developmental needs of the individual.



STAGES OF DEVELOPMENT
REINFORCE AND MAINTAIN SELECTIVE PROGRAM CHANGES
INTEGRATE AND DEVELOP PROGRAM COMPONENTS
INITIATE PROGRAM COMPONENTS
ARENAS
COMMUNITY
LABOR
INDUSTRY
BUSINESS
COLLEGE
PUBLIC SCHOOL
STAFF
FACILITIES
MATERIALS
RESOURCES
STRATEGIES
COMPONENTS

PROGRAM COMPONENTS

All programs can be described in terms of five components. Classifying all dimensions into these parts guides the conceptualizing and operationalizing of Career Education programs.

STAFF. Any person who becomes involved in the Career Education program operation should be considered part of its staff. Some staff members are formally employed by the institution. Others are formally employed by other institutions but through cooperative efforts become full-time staff members in a Career Education program. Others are used voluntarily or on an ad hoc basis to accomplish specific purposes. Staff members who run a Career Education program should represent all program arenas.

FACILITIES. Facilities for Career Education are the physical settings used by the staff and clients of the program. They sometimes are found within the college or university setting, but more often an experiential Career Education curriculum requires the use of facilities outside the institution. Wherever Career Education experiencing activities take place, the facilities utilized should be viewed as part of the program.

MATERIALS. Materials are a kind of tool used to guide the actual experiencing of the program activities. They can originate from outside the program at a national, state or local level or be commercially developed, or they can be self developed materials. All materials used in Career Education programs need to be internalized. A balance is needed between utilizing what has been produced by others only, at the one extreme, and re-inventing the wheel each time with self-developed materials.

RESOURCES. Resources of a program include the time, energy and funds used. Resources may take many forms and be applied in many ways. The allocation of time, for example, is a necessary resource for conducting a program. The energy, whether in the form of human energy or mechanical--such as computers, is vital. Money is important as a resource in two ways. It adds new program components, or it can be used to change or expand existing programs.

STRATEGIES. Any techniques or operational approaches used to implement the program are its strategies. The two kinds of strategies are: (1) those which focus on the individual as a client in the program, and (2) those which focus on the program itself. Individual strategies are needed which deal with the intrapersonal dimension of growth and the interactional dimension. Educational, guidance, counseling are typical strategy areas. Extrapersonal strategies are those which focus on the program. Since a vital element in any program is its staff, the program strategies are often personal strategies.

Any national, state or local set of program guidelines must be viewed as having the widest possible interpretation and application across all five program components.

PROGRAM ARENAS

An important dimension of Career Education programming is the concept of arenas. Career Education as an agent of educational change will be successful largely to the extent it provides new linkages and fusions among and within educational institutions and between education and community, business, industry, labor and professions. The larger arena for total experiential education programming consists of any setting where an individual learns about himself, his career development and the world of work, and any setting where he puts into operation his work roles.

Each arena for Career Education has its own organizational structure and pattern. In many instances there are already extensive Career Education and Career Education-related activities in operation. Linking these efforts is essential. Fusing them into a cohesive program is a desirable goal for in effect it would fuse all of what each institution is trying to do, not only in helping human work development, but learning and loving. Education in all its aspects can then take on a truly life-long, all-inclusive dimension. The sharing of staff, facilities, resources, materials and strategies results in a greater output for institutions in all arenas. Greater efficiency as well as greater effectiveness in total human development--individual and society--results. Career Education as a linking and fusing agent of change for all society is a viable, potentially powerful tool of social modernization.

The arenas for Career Education programming include:

Educational Institutions

Public and Private Schools
    Elementary
    Secondary
Junior and Community Colleges
Technical Training Institutions
Colleges and Universities

Community Institutions

Community Agencies
Government Institutions

Business

Industry

Labor

Professions

PROGRAM DEVELOPMENT STAGES

Stages in program development are comparable to stages of individual development. There is an initial period in which people in the program and other dimensions are started or introduced. Staff come to know ideas and develop skills in the period of introduction or initiation. This is followed by a development stage in which the program components are integrated into the existing operation in such a way as to enhance both. This is comparable to the individual acceptance or integration of new ideas and attitudes into an existing value structure. The third stage is the reinforcement of the program and its maintenance in an on-going operation. This consists of evaluation and reassessment for selective program changes until a total integration and working system is accomplished. The cycle repeats itself continuously, but in such a manner as to keep a consistent, fully functioning program operational.

The infusion of Career Education programming into on-going operations should result in a strengthening of the already existing system. It is from this strength that the Career Education program itself gets its own power.

In staging program development, as in staging individual development, the Rationale for Career Education Programming in Ohio points to the predictable stages for all human endeavor--individual and collective. These are:

AWARENESS

EXPLORATION

COMMITMENT

SKILL DEVELOPMENT

SKILL REFINEMENT

REAFFIRMATION or REDIRECTION

The stages of program development in the Career Education framework consist of the following:

INITIATE PROGRAM COMPONENTS

INTEGRATE AND DEVELOP PROGRAM COMPONENTS

REINFORCE AND MAINTAIN PROGRAM COMPONENTS AND MAKE SELECTIVE CHANGES

PROGRAM OPERATION

In operating a Career Education program, three factors need to be considered.

The LEVEL OF ACTIVITIES can be vicarious, simulated or experiential.

ACTIVITY LEVEL

Vicarious

Simulated

Experiential

The INTEGRATION of the program activities can be separate career activities or units, guidance related practices, or fusion into the curriculum.

INTEGRATION

Career Activities and Units

Guidance Related Activities and Units

Integrated Curriculum

The FOCUS of the program can be intrapersonal, interpersonal or extrapersonal.

FOCUS

Intrapersonal Orientation

Interpersonal Orientation

Extrapersonal Orientation

The level of Career Education activities is an essential dimension in Career Education programming. The Career Education Activities Continuum is widely accepted as a guideline for the development of an experiential Career Education program, K - 10.

CAREER EDUCATION ACTIVITIES CONTINUUM

Career Education stresses hands-on learning activities within an experiential curriculum. Work can be accomplished only by doing and producing. The career educator must learn how to guide the learner while he works.

EXPERIENTIAL LEARNING

Experiential learning is the process through which knowledge is applied in the performance of work activities in a reality-based setting. The practical employment of stored information and of partially-developed skills increases the student's efficiency and awareness. New and valuable insights into the interdependent relationship between academic subject matter and situations encountered in everyday living result.

Once involved in a job setting, the student must cope with stress while working toward the achievement of a desired goal. Compliance with job specifications results in the selection and testing of the most effective work methods. It is to this framework that the student can refer in future work situations. Experiential learning differs from vicarious and simulated learning in that it is the direct application of all sensory, psychomotor and learned skills in a real-life situation. The student is responsible for the consequences and the tangible end-products of his labor.

EXPERIENTIAL CAREER EDUCATION ACTIVITIES

HOLDING A JOB

WORK/TASK EXPERIENCES

OBSERVATION/PARTICIPATION ACTIVITIES

GUIDED/DIRECTED ACTIVITIES

USE OF LEARNING, TASK AND JOB TOOLS

PROJECTS

VOLUNTEER ACTIVITIES

AGE RELATED TASK RESPONSIBILITIES

SIMULATED LEARNING

In simulated learning, the student is introduced to controlled situations for investigating and testing problems. Encounters with realistic facsimiles of future-life situations prompts consciously or subconsciously assumed roles. Learning results from direct personal participation with some of the variables controlled.

Simulation activities related to the world of work encourage early career selection and skill development. Simulated learning differs from vicarious learning in that sensory, analytic and motor skills are involved. An active, judicious employment of experiential and factual knowledge in experimental and exploratory circumstances is expected.

SIMULATED CAREER EDUCATION ACTIVITIES

- SIMULATED WORK ENVIRONMENTS
  - ART/CRAFTS CORNER
  - INTEREST CENTERS
  - WORKBENCH
  - MATH/READING CENTERS
  - SCHOOLGROUNDS
  - SIMULATED WORK SETTINGS
  - EXPLORATION/OBSERVATION CENTERS
  - SANDTABLES
  - WATER PLAY AREAS
  - CLASS LIBRARY
- SIMULATED WORK SITUATIONS
  - GAMING
  - ROLE PLAYING
  - DRAMATIZATION
  - PANTOMIME
  - RHYTHMS
  - PUPPETRY
  - INDIVIDUAL SKILL ACTIVITIES
  - PLANNING AND DISCUSSION GROUPS
- COMPUTER BASED ACTIVITIES
- INTERVIEW/PARTICIPATION WITH EXPERTS

VICARIOUS LEARNING

Vicarious learning involves visual and/or auditory experience of materials and media encountered in academic and domestic settings. Learning is represented by the retention of information through direct sensory encounters with media. Since there is very little coercion involved in vicarious learning, the available material should be stimulating, evoking a curiosity to promote self-discovery.

Ideally designed materials and media will induce analytic thinking and assimilation of facts and concepts. Accordingly, the educator role shifts from that of information giver to that of guide who directs and encourages the self-discovery process. Vicarious learning differs from most other types in that the student remains a passive, yet receptive, agent in the information gathering process.

VICARIOUS CAREER EDUCATION ACTIVITIES

- AUDIO VISUAL AIDS
  - FILMS, FILMSTRIPS, LOOPFILMS
  - SLIDES
  - CAMERAS, PHOTOGRAPHS
  - STUDY PRINTS
  - CARTOONS
  - TAPES
  - TRANSPARENCIES
  - ARTIFACTS/REGALIA
  - MODELS, REPRODUCTIONS
  - MULTI-MEDIA PRESENTATIONS
  - TELEVISION
  - RADIO
  - BULLETIN BOARDS
  - CHALKBOARDS
  - FLANNELBOARDS
  - DIORAMAS, DISPLAYS
  - EXHIBITS, DISPLAYS
  - COLLECTIONS, HOBBIES
  - MOBILES
  - RECORDINGS

- PUBLICATIONS
  - BOOKS
  - POSTERS
  - NEWSPAPERS
  - CHARTS, DIAGRAMS, GRAPHS
  - DIARIES, SCRAPBOOKS
  - BROCHURES, MONOGRAPHS
  - MAGAZINES, JOURNALS
  - TELEPHONE DIRECTORY

- SPEAKERS, LECTURES, PRESENTATIONS

- FIELD TRIPS

CAREER DEVELOPMENT EXPERIENCING

Career Development by definition requires experiencing. The career educator who develops and implements a career education program must develop the skill of experiential education direction. Where career education occurs often significant changes must be made in the educational program, particularly in the subject area curricula. This requires a concomitant change in teacher education programs wherein experiential programming is required and the educator learns new, more active teaching methods.

The educational community must be expanded to include settings for experiences not usually found within the school. The total community becomes the educational arena. Educators become any person who facilitates learning. Facilities and resources are any that are useful to the educator. Teaching strategies are those which best match the students own growing processes as they are occurring.

Career Development as a total living focus also requires the attending to all phases of life throughout all ages. Social settings and leisure time become a part of the total educational program. The formal educational program is opened to allow for entry, exit and reentry. The experiencing vital to adult growth is as much a part of the total career education program as is the elementary or secondary school student.

LEVELS OF INTEGRATION

The Ohio Career Development Program Framework acknowledges at least three levels of integration of activities in the curriculum. While the ultimate goal is for the infusion of Career Education into the curriculum, there is a legitimate place for other levels of activity integration.

CAREER ACTIVITIES AND CAREER UNITS. Selected career oriented activities or independent units at times fit nicely into a curriculum design. They stand by themselves programmatically yet can be seen as related to others dimensions of a curriculum. Some of these activities handled independently in one situation may be integrated in another both with a legitimate career development function. A Career Education Day might be an independent activity held across an entire school system as a separate entity related to the curriculum by individual teachers in their own way. A unit on an economic activity may have broad career implications though handled separate from other career education efforts. Generally the separate career education activities or units represent a phase in the curriculum development whereby an infusion into the curriculum follows.

GUIDANCE RELATED ACTIVITIES. Some career development activities fall under the broader rubric of guidance. As such they are inherently a part of career education through the conceptualizing of the seven developmental areas. A sequence of test administration and interpretation is a common guidance related career development component. Self-development sequences, decision making experiences, and value clarification are other common broad guidance related career development activities which while not totally integrated into the curriculum are a part of its scope. These also are often infused throughout a total curriculum operation in time.

INTEGRATED CURRICULUM. The ultimate end of career education is the integration of the concepts into the total curriculum. Career development takes its place along side educationaldevelopment and personal-social development as a major dimension of life and therefore a major responsibility for the school curriculum. All teachers of all subject areas relate careers to their classes and their classes to career development as naturally as they attend to the structure of the discipline itslef. Even in an infused curriculum, however, there is a need for a special kind of attending to the career development phase of living.

FOCUS OF ACTIVITIES

A less obvious dimension of the Ohio Career Development Program Framework is the focus of the activity in Career Education. This dimension refers to continuum from a highly personalized internally focused activity to an external global or environmental orientation.

EXTERNAL ORIENTATION. At times the content of the career education program within the seven developmental areas focuses on the environment seemingly far removed from the individual. Facts about the world, economics, and broad job patterns may not have a direct impact on the individual are vital nonetheless. These externally oriented career education activities call for strategies which are more instructional in nature and can be accomplished in large group or through vicarious activities.

INTERNAL-EXTERNAL ORIENTATION. At times the focus becomes more directly on the interaction of the individual in a given setting. While not highly personalized, the relationship between that which is in the environment and that which the individual is more clear. A guidance strategy which allows for a personalizing of the content is called for. While not highly individualized, the activity does demand a response and thus the time and opportunity for the individual's own feelings and beliefs to be expressed.

INTERNAL ORIENTATION. A considerable amount of what is a sound career education program focuses specifically on the individual in terms of interests, abilities, aptitudes, values and decisions. Counseling-type strategies are required in order to personalize the curriculum as much as possible. Often these internally focused activities require a kind of expertise which differs from more instructional ones. While the content of internally oriented activities may not always be personalized, the processes are.

A sound career development program recognizes, develops the expertise for and provides opportunities which allow for all learning environment orientations.

THIS SECTION CONTAINED SUGGESTIONS FOR ELEMENTS OF A BROADLY CONCEIVED CAREER EDUCATION PROGRAM FRAMEWORK. IT IS CURRENTLY OPEN IN NATURE AND BECAUSE OF ITS DESIGN WILL REMAIN SO. IT ACKNOWLEDGES THAT PROGRAMS GROW FROM WITHIN AND BELOW. THEY MUST BE PERSONALLY OWNED. IT ALSO ACKNOWLEDGES, HOWEVER, THAT THERE IS A UNIVERSAL, NATURAL ORDER TO HUMAN DEVELOPMENT WHICH WILL EMERGE IN A HEALTHY ENVIRONMENT.

CAREER EDUCATION IN OHIO CAN BEST BE OBSERVED AND EVALUATED IN THE PROGRAM SCHOOLS AT THE ACTUAL BUILDING, CLASSROOM AND INDIVIDUAL STUDENT ACTIVITY LEVEL. IT IS NOT A PAPER PROGRAM. IT IS IN OPERATION AND CONTINUOUSLY GROWING. IT HAS A CONSISTENT FRAMEWORK WHICH GROWS STRONGER WITH GOOD COMMUNICATION AMONG STAFF AND BETWEEN SCHOOL AND COMMUNITY.

EACH SECTION OF THE PROGRAM FRAMEWORK LEADS TO GREATER SPECIFICITY OF ACTUAL LEARNING EXPERIENCING. THE TOTAL FRAMEWORK HELPS INSURE CONGRUENCE BETWEEN THEORY AND PRACTICE IN CAREER DEVELOPMENT AND CAREER EDUCATION.

PART C FRAMEWORK FOR CAREER EDUCATION PROGRAM DEVELOPMENT IN OHIO

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  - 9 - 10 CAREER EXPLORATION C-7
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  - PREPROFESSIONAL PREPARATION
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CAREER EDUCATION IN TEACHER EDUCATION C-10

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- GRADUATE CAREER EDUCATION PROGRAMS C-19

This section describes the programs for Ohio's K - 12 Career Development in public schools.

It forms the continuum for Career Education in public elementary and secondary schools. It is Ohio's state continuum programs description for Career Education. It represents efforts specific to Ohio, yet is perceived broadly enough to provide for individually developed programs to fit with consistency.

Currently funded programs are operational at K - 6, 7 - 8, 9 - 10. The 11 - 12 and 13 - 14 Career Education efforts consist of career preparation, training, retraining and upgrading program options.

The continuum for Career Education in Teacher Education builds upon the elementary and secondary school programs. It has two major emphases. One emphasis is on the continued career development of the pre-service teacher candidate; teacher and teacher educator as an individual. The second emphasis is on the development of the pre-service teacher candidate; teacher and teacher educator as a career educator with the expertise to facilitate career development.

Six suggested phases constitute a continuum which addresses both emphases.

OHIO PROGRAMS FOR COMPREHENSIVE CAREER DEVELOPMENT/EDUCATION IN TEACHER EDUCATION:

Involvement of Public School, College-University, Community,
Business, Industry, Labor, Professions

K - 12	CAREER ~~DEVELOPMENT~~ EDUCATION PROGRAMS
K - 6	Career Motivation Program
7 - 8	Career Orientation Program
9 - 10	Career Exploration Program
	Including Occupational Work Adjustment and Occupational Work Experience
11 - 12	Career Preparation Programs
	Including Vocational Preparation and Pre-Professional Preparation
13 - 14	Training, Retraining and Upgrading Programs

CAREER EDUCATION IN TEACHER EDUCATION

Self: Career Development-Decision Making

Career Exploration in Education

- Concurrent Enrollment
- Freshman Experiencing Program

Career Educator Skill Development

- General Education Methods
- Education Subject Area Methods
- Career Education Courses

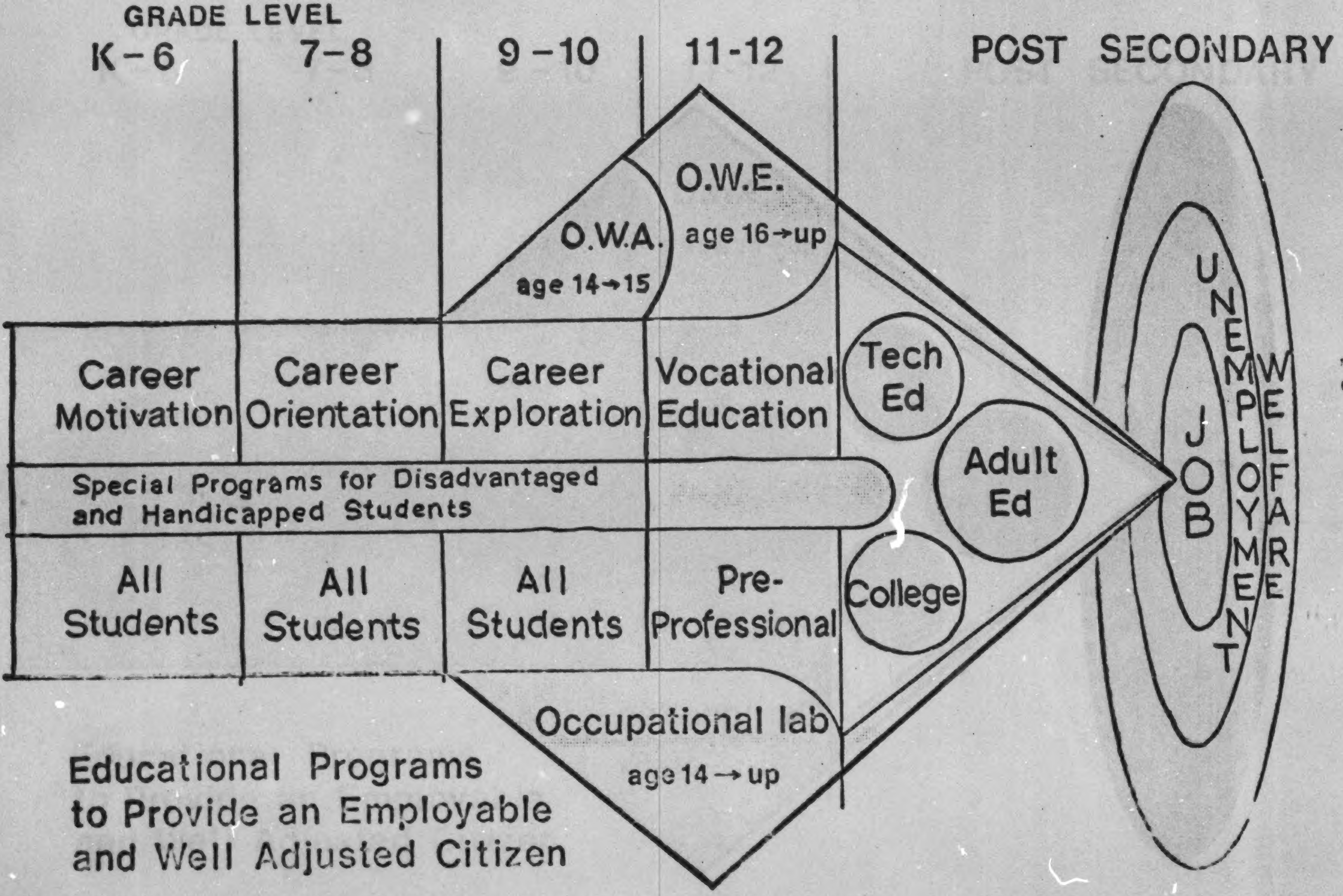
Career Education Student Teaching

In-service Career Education Programs

Graduate Career Education Programs

OHIO STATE DEPARTMENT OF EDUCATION · DIVISION OF VOCATIONAL EDUCATION

OHIO'S CAREER DEVELOPMENT CONTINUUM


GRADE LEVEL
K-6
7-8
9-10
11-12
POST SECONDARY
O.W.A.
age 14→15
O.W.E.
age 16→up
Career Motivation
Career Orientation
Career Exploration
Vocational Education
Special Programs for Disadvantaged and Handicapped Students
All Students
All Students
All Students
Pre-Professional
Occupational lab
age 14→up
Tech Ed
Adult Ed
College
JOB
UNEMPLOYMENT
WELFARE
Educational Programs to Provide an Employable and Well Adjusted Citizen

CAREER EDUCATION IN OHIO

Career education is a continuum in education that provides experiences to help individuals make wise career choices, prepare for employment and extend career development throughout life. Career education for choice seeks, through the curriculum, to help all youth build positive self-concepts, become motivated toward the world of work, receive an orientation to the many job opportunities available, and explore several occupations consistent with individual interests and abilities in order to help youth better plan for and benefit from pre-professional or vocational education. The preparation for employment component of career education provides for pre-professional instruction leading to further education and vocational education, technical education, and professional education leading to successful entry and advancement in an occupation of personal choice. Career education through life provides for training, retraining and upgrading instruction throughout an individual's life which is consistent with the technology of the world of work and the individual interests and needs of out-of-school youth and adults.

The successful career education program combines the efforts of the home, school, and community to prepare youth for successful entry into the world of work. A total career education program consists of the following phases:

1. A total *Family Life Program* within the school curriculum with special emphasis for disadvantaged people to help improve the care and motivation of pre-school children and assure a more positive impact of the home on the needs of school age youth.

2. A *Career Motivation Program* for all youth in kindergarten through Grade Six which develops a positive attitude toward the world of work, inspires respect for all work and creates a desire to be a part of the world of work.

3. A *Career Orientation Program* in Grades seven and eight which provides all youth the opportunity to become aware of the many occupations open to those who prepare for them.

4. A *Career Exploration Program* in Grades nine and ten, or age fourteen and fifteen, which provides all youth with the opportunity to examine and gain firsthand experiences with several career opportunities consistent with individual interests and abilities.

5. An *Occupational Work Adjustment (OWA)* for drop-out prone fourteen and fifteen year olds which uses work as an adjustment process to prove to them they are worth something and to encourage them to stay in school and make wise choices of a vocational program at age sixteen.

6. A *Career Preparation Program* for youth age sixteen and above which includes:

   A. a comprehensive vocational education program at the secondary and post-secondary levels which provides job skills and technical knowledge and develops work habits and attitudes in preparation for employment in semi-skilled and skilled occupations.

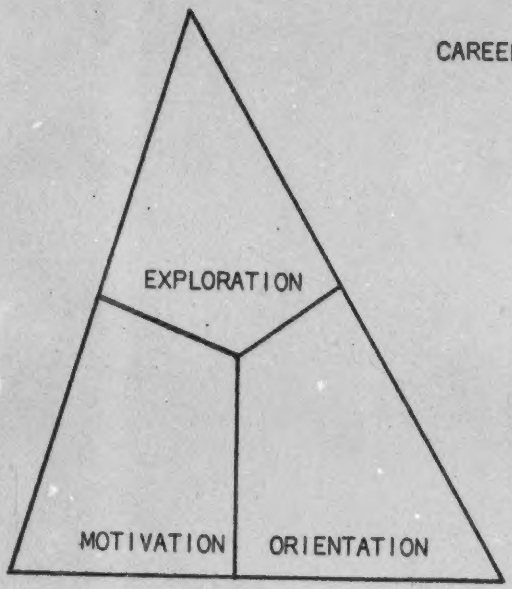
   B. a comprehensive pre-professional education program which provides knowledge and foundations in preparation for professional education beyond high school.

   C. an *Occupational Work Experience (OWE)* for drop-out prone boys and girls sixteen years of age and older to prepare them for employment through a cooperative type program.

   D. a post-secondary technical education program which provides technical knowledge and experiences in preparation for employment in para-professional occupations.

   E. a professional education program which provides the knowledge and experiences for employment in the professions.

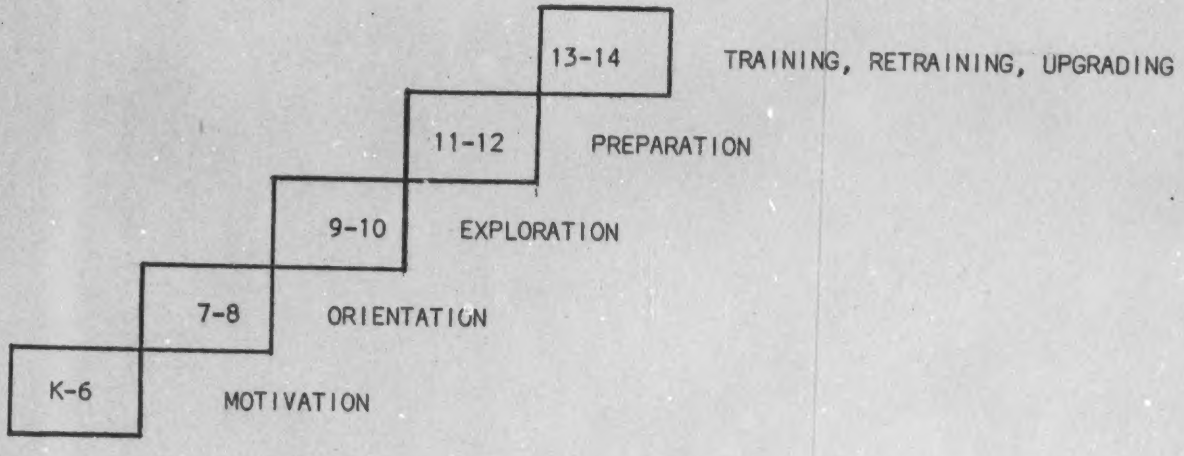
7. A *Career Training, Retraining and Upgrading Program* for out-of-school youth and adults which provides the opportunity throughout adulthood to train, retrain and upgrade skills as technology changes and societal and individual needs and desires dictate.


EXPLORATION
MOTIVATION
ORIENTATION

CAREER EDUCATION IN OHIO

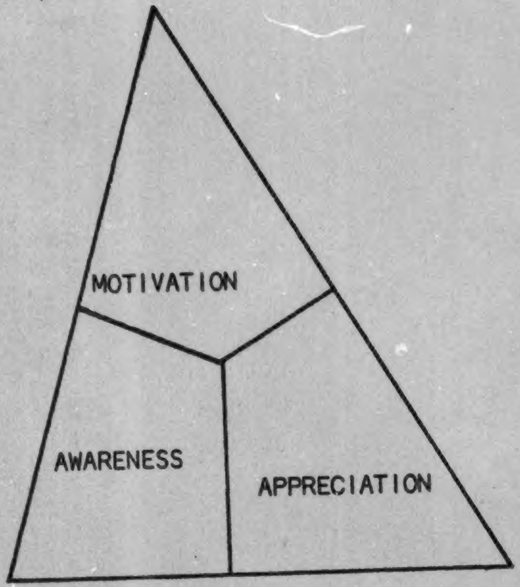
CAREER EDUCATION IS A CONCEPT DESIGNED TO PROVIDE STUDENTS WITH THE NECESSARY INFORMATION AND DEVELOPMENTAL EXPERIENCES TO PREPARE THEM FOR LIVING AND WORKING IN SOCIETY. IT COMBINES THE EFFORTS OF HOME, SCHOOL, AND COMMUNITY AND REACHES FROM PRE-SCHOOL THROUGH ADULTHOOD.

IN OHIO, THE CAREER DEVELOPMENT PROGRAM IS THAT PART OF THE TOTAL CAREER CONTINUUM PROGRAM DESIGNATED K-10, INCLUDING CAREER MOTIVATION FROM K-6, CAREER ORIENTATION FOR 7-8, AND CAREER EXPLORATION FROM 9-10. THESE PROGRAMS PREPARE THE STUDENT TO MAKE CHOICES FOR VOCATIONAL EDUCATION OR PRE-PROGRESSIONAL EDUCATION IN GRADES 11-12 (OR AGE 16).


13-14
TRAINING, RETRAINING, UPGRADING
11-12
PREPARATION
9-10
EXPLORATION
7-8
ORIENTATION
K-6
MOTIVATION

K-6 IN ACTION

CAREER MOTIVATION ACTIVITIES


MOTIVATION
AWARENESS
APPRECIATION

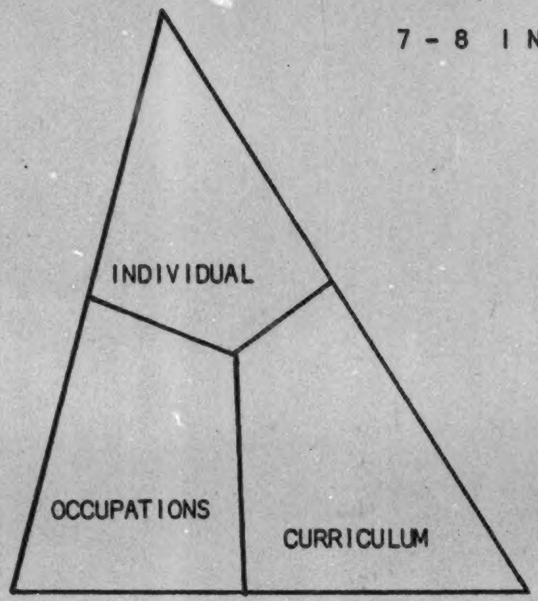
EXPERIENCE-BASED ACTIVITIES IN THE CLASSROOM RELATING TO LIFE SITUATIONS

CLASSROOM SIMULATIONS OF PEOPLE AT WORK

FIELD EXPERIENCES TO OBSERVE WORLD OF WORK

ENHANCE UNDERSTANDING OF SELF, OTHERS, AND WORK

RESOURCE PEOPLE TO RELATE LIFE EXPERIENCES



7-8 IN ACTION

CAREER ORIENTATION ACTIVITIES

EMPHASIS - INTRODUCTION TO SPECIFIC CAREERS IN WORLD OF WORK

CURRICULUM CONTENT RELATED TO CAREER-LIFE SITUATIONS

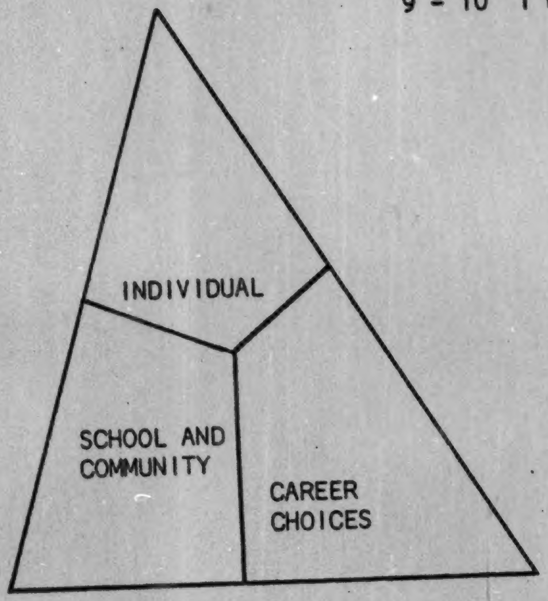
GUIDANCE EMPHASIS ON ASSISTING STUDENTS BECOME AWARE OF INDIVIDUAL INTERESTS AND ABILITIES

COMMUNITY UTILIZED AS A LABORATORY TO OBSERVE THE DIVERSITY OF AVAILABLE CAREERS

UTILIZATION OF RESOURCE PERSONS TO RELATE PERSONAL CAREER EXPERIENCES TO STUDENTS

9-10 IN ACTION

CAREER EXPLORATION ACTIVITIES


INDIVIDUAL
SCHOOL AND COMMUNITY
CAREER CHOICES

C-7

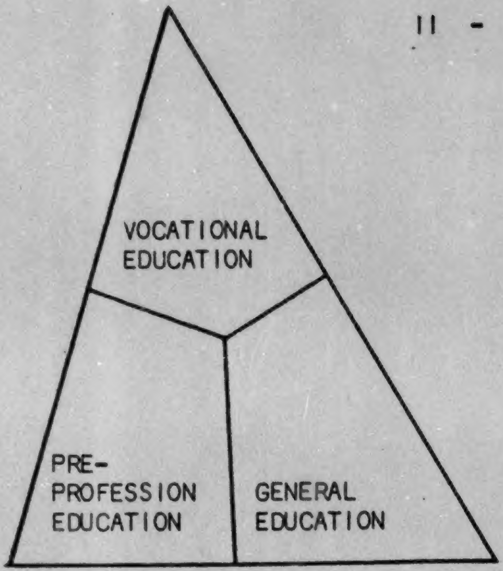
EMPHASIS ON STUDENT CHOICE FOR FURTHER EDUCATIONAL AND CAREER PREPARATION

EXPERIENCE CENTERED CAREER EXPLORATIONS BASED ON STUDENT INTERESTS

INSTRUCTION RELATED TO THE PRACTICAL APPLICATION OF CONTENT

COMMUNITY ASSISTANCE IN PROVIDING REAL WORK EXPERIENCES

GUIDANCE FOCUS ON THE DEVELOPMENT AND APPLICATION OF DECISION MAKING SKILLS



11 - 12 IN ACTION

CAREER PREPARATION ACTIVITIES

COMPREHENSIVE VOCATIONAL EDUCATION PRPOGRAMS FOR JOB SKILLS AND TECHNICAL KNOWLEDGE

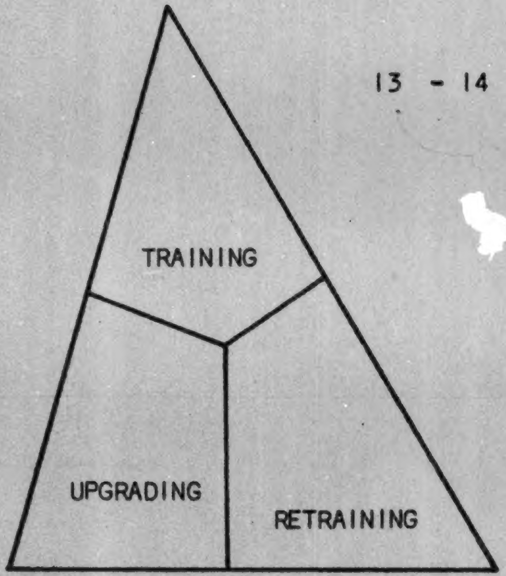
COMPREHENSIVE PRE-PROFESSIONAL EDUCATION PROGRAMS FOR KNOWLEDGE AND FOUNDATIONS FOR EDUCATION BEYOND HIGH SCHOOL

DEVELOP WORK HABITS AND ATTITUDES IN PREPARATION FOR EMPLOYMENT IN SKILLED AND SEMI-SKILLED AND PROFESSIONAL AND SEMI-PROFESSIONAL CAREERS

CONTINUED EMPHASIS ON GENERAL EDUCATION COMBINED WITH PREPARATION FOR WORK

COOPERATIVE WORK PROGRAM ALTERNATIVES FOR SELECTED YOUTH

CONTINUED APPLICATION OF DECISION MAKING PROCESS IN SCHOOL AND IN COMMUNITY



13 - 14 IN ACTION

CAREER TRAINING, RETRAINING AND UPGRADING

OPPORTUNITY THROUGHOUT ADULTHOOD TO TRAIN, RETRAIN AND UPGRADE SKILLS

IDENTIFIES TECHNOLOGICAL CHANGES AND NEW SOCIETAL NEEDS FOR TRAINING PROGRAMS

DEVELOP PERSONALLY USEFUL SKILLS AND LEISURE TIME PURSUITS

PROVIDE TECHNICAL KNOWLEDGE AND EXPERIENCES FOR EMPLOYMENT IN PARA-PROFESSIONAL OCCUPATIONS

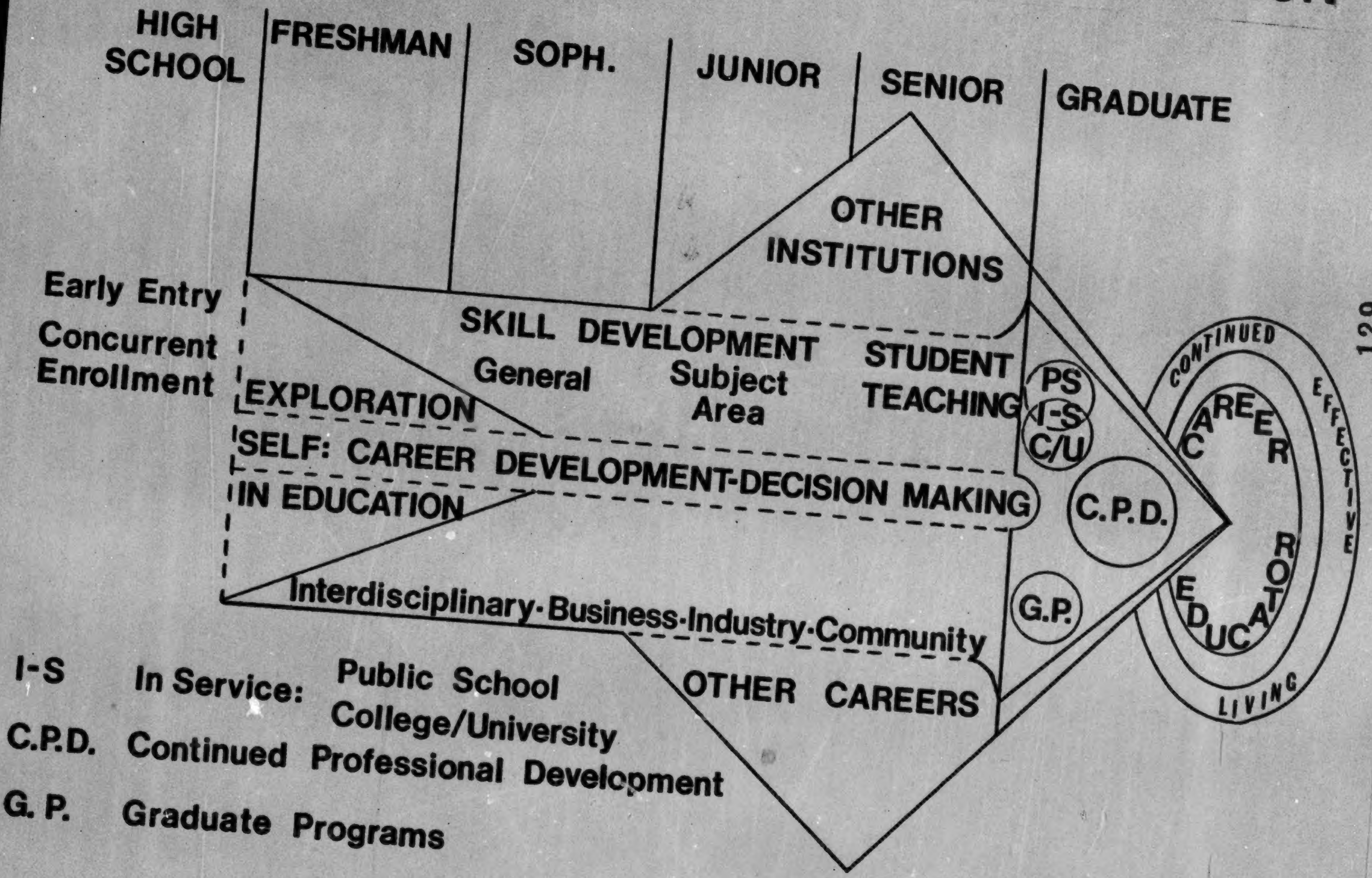
MEET LOCAL COMMUNITY NEEDS FOR EDUCATION AND TRAINING BEYOND HIGH SCHOOL

FOSTER WORTHWHILE PERSONAL VALUING THROUGH MEANINGFUL WORK SKILLS AND JOB OPPORTUNITIES

THIS SECTION CONTAINS A PRELIMINARY SET OF STATEMENTS ON A CAREER EDUCATION IN TEACHER EDUCATION PROGRAM FOR OHIO. ITS OPERATIONAL FORM SHOULD REFLECT THE FOLLOWING

- FLOW FROM THE CAREER DEVELOPMENT IN OHIO FRAMEWORK
- BE BASED UPON THE OHIO FRAMEWORK FOR CAREER DEVELOPMENT PROGRAMMING
- REPRESENT ALL TEACHER EDUCATION INSTITUTIONS
- BE OPERATIONALLY STATED
- BE FLEXIBLE ENOUGH TO ALL FOR INDIVIDUAL PROGRAMS
- BE CONSISTENT ENOUGH TO PROVIDE A STRUCTURE FOR STATE-WIDE PROGRAMMING

CAREER EDUCATION IN TEACHER EDUCATION


HIGH SCHOOL
FRESHMAN
SOPH.
JUNIOR
SENIOR
GRADUATE
Early Entry
Concurrent Enrollment
OTHER INSTITUTIONS
SKILL DEVELOPMENT
General
Subject Area
STUDENT TEACHING
EXPLORATION
SELF: CAREER DEVELOPMENT-DECISION MAKING
IN EDUCATION
Interdisciplinary·Business·Industry·Community
OTHER CAREERS
PS
I-S
C/U
C.P.D.
G.P.
CAREER
EDUCATOR
CONTINUED
EFFECTIVE
LIVING

I-S In Service: Public School
College/University

C.P.D. Continued Professional Development

G. P. Graduate Programs

CAREER EDUCATION IN TEACHER EDUCATION IN OHIO

Career education in teacher education is a pre-service and in-service continuum that provides educators, expecially teachers, to prepare for a teaching career and to develop expertise as a career educator. Career education in teacher education seeks through the total curriculum to help all prospective teachers continue to grow personally, to maintain motivation for the helping profession, to explore and select the education field consistent with their interests, abilities and purposes. Career education in teacher education builds upon a sound career development experience of elementary and secondary school. It provides deliberate psychological education for continued self-development demonstrating the natural integration of all phases of a productive life--living, loving and working.

From a sound base of one's own career development the prospective educator is provided experiences to develop expertise in facilitating the career development of others and in knowing and implementing the Ohio Career Development Program. Teacher education programs provide career education through units, courses and programs for Exploration, Skill Development in general methods, subject area methods and Student Teaching, In-service Education and Graduate Education. Business, industry, labor, professional organizations and the community extend the educational community. Interdisciplinary approaches expand educational preparation. New patterns of entry, transfer, crediting, staffing and funding are encouraged in an effort to make the educational community more responsive to new societal needs and changing demands. All of these are organized within a consistent Ohio Framework for Career Education in Teacher Education. A total pre-service/in-service program consists of 6 phases:

1. Self-development: Career Development - Decision Making experiences through deliberate psychological education, life-planning and career development seminars provide self-assessment and career information and goal setting and decision making within a total life scheme.

2. Exploration in Education consisting of intensive field-based experiences in teaching-learning settings to provide a basis for career commitment.

3. Skill Development as Career Educator to gain at the pre-service level the necessary knowledge and expertise to build and implement sound career education programs.
   Skill Development in General Methods Courses
   Skill Development in Subject Area Methods Courses

4. Skill Development through Student Teaching by integrating all pre-service skills in a functional career education curriculum in a school setting.

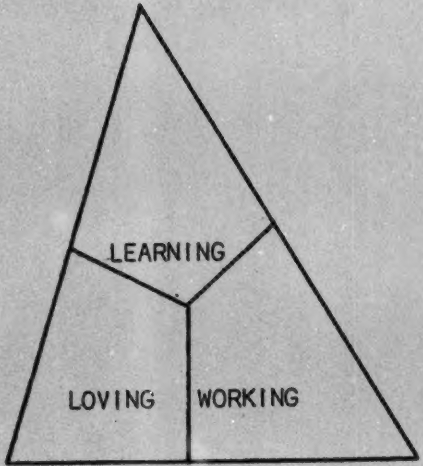
5. In-service Education Programs: Public School-College/University for continued professional growth in career education of practicing teachers and teacher educators.

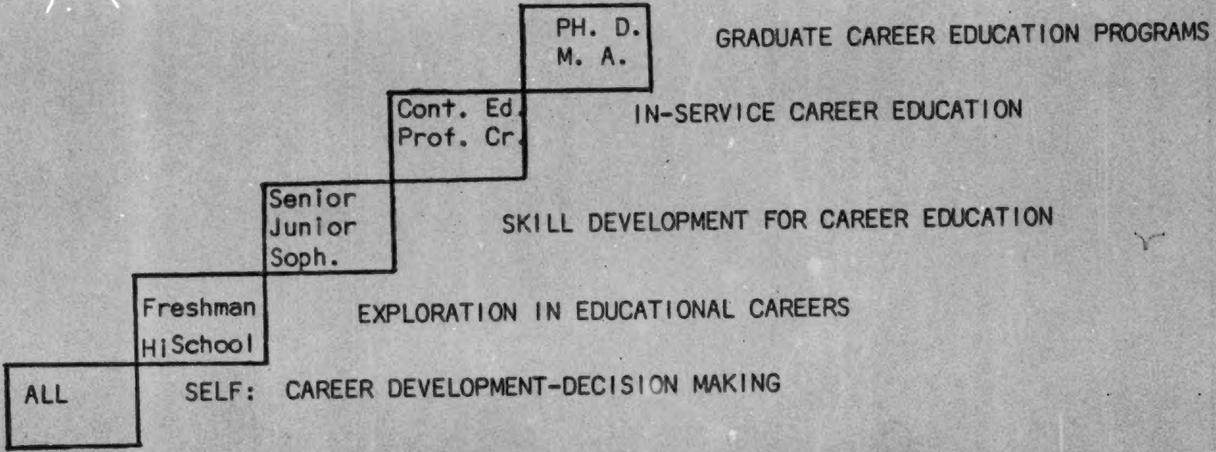
6. Graduate Education Programs for the development of career education degree specialties and the infusion of career education in all graduate programs.

CAREER EDUCATION IN TEACHER EDUCATION IN OHIO

CAREER EDUCATION IN TEACHER EDUCATION IS A CONCEPT DESIGNED TO PROVIDE TEACHERS THROUGHOUT THEIR CAREER DEVELOPMENT WITH THE NECESSARY INFORMATION AND ACTIVITIES TO PREPARE THEM FOR LIVING AND WORKING IN SOCIETY AND WITH THE SKILLS NECESSARY TO ASSIST OTHERS IN THEIR OWN CAREER DEVELOPMENT. IT BEGINS AT ENTRY INTO TEACHER EDUCATION AND BUILDS ON PREVIOUS EXPERIENCES. IT COMBINES THE PUBLIC SCHOOL, COMMUNITY, BUSINESS, INDUSTRY, LABOR AND THE PROFESSIONS WITH THE COLLEGE AND UNIVERSITY. IT CONTINUES THROUGHOUT THE TEACHER'S OWN PERSONAL AND PROFESSIONAL DEVELOPMENT.

IN OHIO, PROGRAMS FOR CAREER EDUCATION IN TEACHER EDUCATION CONSIST OF SELF: CAREER DEVELOPMENT-DECISION MAKING, CAREER EXPLORATION, SKILL DEVELOPMENT FOR BOTH GENERAL EDUCATION AND SUBJECT AREAS, STUDENT TEACHING, IN-SERVICE EDUCATION, GRADUATE EDUCATION, AND MID-CAREER CHANGE.


LEARNING
LOVING
WORKING


PH. D.
M. A.
GRADUATE CAREER EDUCATION PROGRAMS
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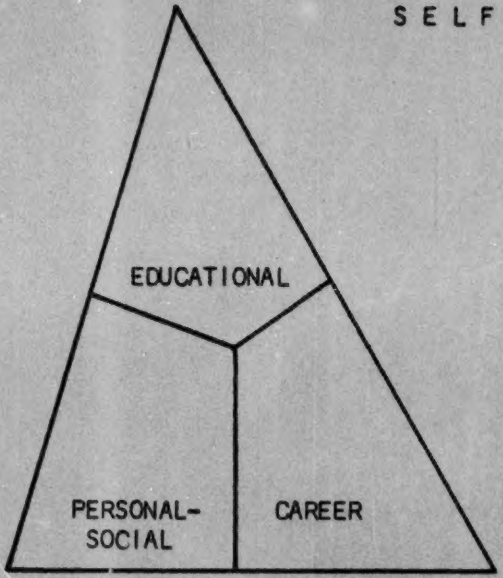
ALL
SELF: CAREER DEVELOPMENT-DECISION MAKING

SELF: CAREER DEVELOPMENT-DECISION MAKING



SELF-AWARENESS, SELF-ACCEPTANCE AND SELF-AFFIRMATION FUNDAMENTAL TO SOUND CAREER DEVELOPMENT

GUIDANCE EMPHASIS ON SELF-ASSESSMENT: UNDERSTANDING, SELECTING AND USING INTEREST, ABILITY, ACHIEVEMENT AND PERSONALITY INSTRUMENTS

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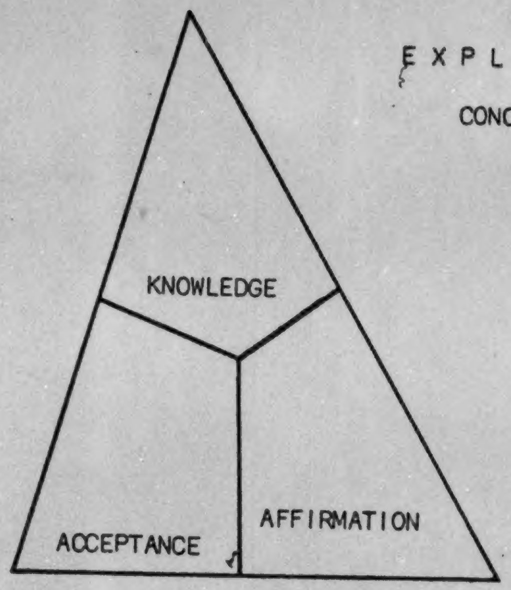

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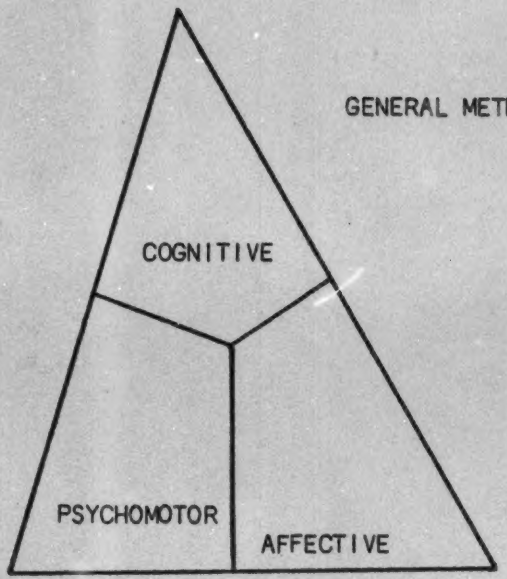
CAREER ALTERNATIVES WITHIN THE BROAD FIELD OF THE HELPING PROFESSIONS

CONTINUED EDUCATIONAL PLANNING FOR COMMITMENTS REQUIRED IN TRAINING PROGRAMS

TRIAL AND ERROR, RISK TAKING, EXPLORATORY EMPHASIS RATHER THAN SKILL DEVELOPMENT

SKILL DEVELOPMENT

GENERAL METHODS - SUBJECT AREA METHODS - CAREER EDUCATION COURSE



LABORATORY EXPERIENCES--SIMULATION, ROLE-PLAYING, MICROTEACHING--FOR INTEGRATING CAREER EDUCATION IN THE TOTAL CURRICULUM

LEARNING AS CAREER EDUCATOR, THE PROCESS SKILLS FROM PREVIOUS STRUCTURED CAREER DEVELOPMENT EXPERIENCES

INSTRUCTION IN OHIO CAREER EDUCATION FRAMEWORK: NATIONAL, STATE AND LOCAL MODELS, AND CAREER INFORMATION SYSTEMS, MATERIALS, RESOURCES AND MEDIA

EMPHASIS ON COMPETENCIES IN PLANNING, IMPLEMENTING AND EVALUATING ORGANIZED CAREER EDUCATION PROGRAMS

COMMUNITY, BUSINESS, AND INDUSTRY AND SCHOOL AS A TOTAL EDUCATIONAL ENVIRONMENT

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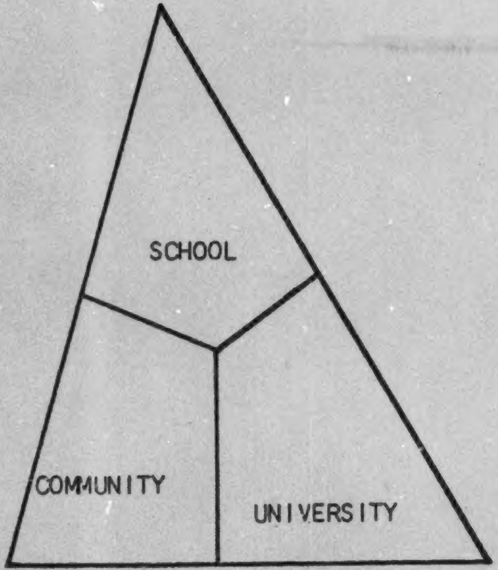

STUDENT TEACHING

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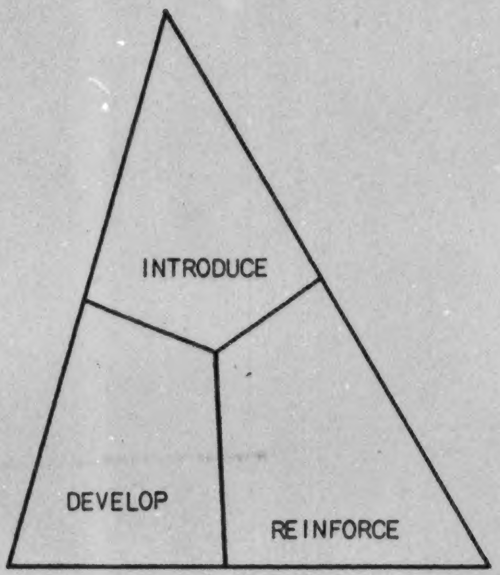

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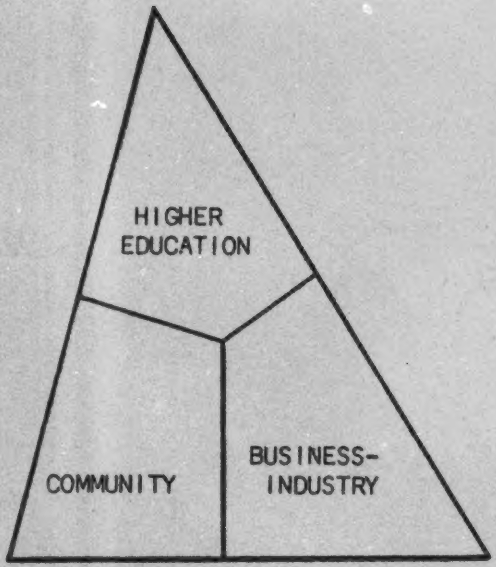

GRADUATE PROGRAMS

EMPHASIS ON IDENTIFYING AND COMBINING CAREER EDUCATION RELATED GRADUATE PROGRAMS, E.G., VOCATIONAL EDUCATION, CURRICULUM, GUIDANCE, TEACHER EDUCATION

INFUSION OF CAREER EDUCATION CONCEPTS INTO ALL GRADUATE PROGRAMS, E.G., THEORY, CURRICULUM, INSTRUCTION, ADMINISTRATION/SUPERVISION, RESEARCH/EVALUATION, SUBJECT MATTER, GUIDANCE AND COUNSELING

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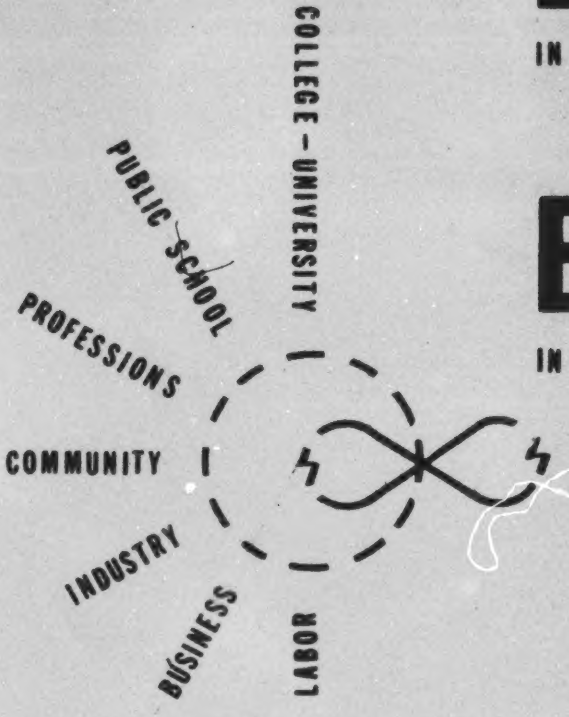
Communicating
~~DISSEMINATING~~ SYSTEM FOR —

CAREER EDUCATION IN TEACHER EDUCATION IN OHIO


COLLEGE – UNIVERSITY
PUBLIC SCHOOL
PROFESSIONS
COMMUNITY
INDUSTRY
BUSINESS
LABOR

SELF: CAREER DEVELOPMENT · DECISION MAKING
EXPLORATION IN EDUCATION
SKILL DEVELOPMENT
STUDENT TEACHING
IN–SERVICE EDUCATION
GRADUATE PROGRAMS

1 · INDIVIDUAL
2 · LOCAL
3 · STATE
4 · NATIONAL

MODULE · UNIT · COURSE · PROGRAM · BIBLIOGRAPHY · MONOGRAPH

PART D PROGRAMS FOR CAREER EDUCATOR DEVELOPMENT IN OHIO

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#3 SUBJECT AREA METHODS FOR 7-8 CAREER ORIENTATION

IN-SERVICE EDUCATION: PUBLIC SCHOOL STAFF

#3 OHIO K-10 CAREER DEVELOPMENT PROGRAMS IN-SERVICE EDUCATION GUIDE

INTRODUCTION

A comprehensive program for career education in Ohio will consist of a continuum which extends from preschool through adulthood. It will be comprehensive in its inclusion of educational institutions as well as community and employing institutions. The part of a total career education for Ohio which would consist of Career Education in Teacher Education in Ohio will represent a significant element. It will build upon previous experiences of its own clients and will develop the expertise necessary for an effective career educator.

At the state level a coordinated Career Education in Teacher Education program will consist of four phases.

Identifying Career Education Activities in All Institutions

Linking Career Education Efforts Among Institutions

Developing Cooperative Career Education Programs

Fusing Career Education in a State-wide Effort

The establishment of a disseminating system for Career Education in Teacher Education in Ohio will provide the vehicle whereby all four of these phases can be accomplished. The proposed disseminating system offers a structure for communicating within and among programs. It fosters linkages as well as individual and cooperative development.

The disseminating system acknowledges that there need to be identifiable arenas, program components, approaches, and materials and resources.

College and University personnel involved with pre-service and in-service teacher education would include the following fields.

Elementary Education
Secondary Education
Curriculum and Instruction
Counselor Education
Vocational Education
Industrial-Technical Education
Home Economics

Counseling and Consultation Center
Placement Center
Student Personnel
Administrative Staff
Advising Personnel

In-service education with college and university staff would constitute a major emphasis in the Career Education in Teacher Education activities. Organizing staff for organized programs would require a college or university-wide task force, council, or committee framework.

Involvement with Business, Industry, Labor, Professional Organizations, the community and state department will occur in all program components, staff, materials, resources, facilities and strategies.

APPROACHES FOR DEVELOPING CAREER EDUCATION IN TEACHER EDUCATION

APPROACH #1 INDIVIDUAL

DEVELOPING AND UTILIZING OWN CAREER EDUCATION MODULES, UNITS, COURSES AND PROGRAMS

Student Developed
Instructor Developed
Staff Developed

APPROACH #2 LOCAL

IDENTIFYING AND UTILIZING LOCAL CAREER EDUCATION MODULES, UNITS, COURSES, PROGRAMS

Local Public/Private Schools
Career Development Program Schools
Colleges and Universities

APPROACH #3 STATE-WIDE

IDENTIFYING AND UTILIZING STATE-WIDE CAREER EDUCATION MODULES, UNITS, COURSES AND PROGRAMS

State Department of Education Guides
Career Development Program Committee Guides
Ad Hoc Committee Guides

APPROACH #4 NATIONAL

IDENTIFYING, EVALUATING AND UTILIZING NATIONAL CAREER EDUCATION MODULES, UNITS, COURSES, PROGRAMS

U. S. Government Publications
Commercial Materials

To implement one of the Four Approaches, it will be necessary to:

1. UNDERSTAND THE OHIO CAREER EDUCATION PROGRAM DEVELOPMENT FRAMEWORK.
2. IDENTIFY WHICH OF THE SEVEN DEVELOPMENTAL AREAS, THREE DEVELOPMENTAL LEVELS, AND CLIENT APPLICABLE.
3. IDENTIFY BEHAVIORAL OBJECTIVES FOR STUDENT GROWTH.
4. IDENTIFY PROGRAM DIMENSIONS NEEDED TO BE PROVIDED.
5. DETERMINE THE OUTCOMES FOR PROGRAM GROWTH.
6. EVALUATE MODULE, UNIT, COURSE, PROGRAM FROM EXPERIENCE WITH ITS USE.

INDIVIDUAL PROGRAMS

Currently fifty-two colleges and universities in the State of Ohio have approved teacher training programs. Each of these has career development and career educator training activities on-going in varying degrees of development and effectiveness.

Two state-wide organizations, the Ohio Association for Teacher Education and the Association of Colleges for Teacher Education, are active. In addition, the state university Deans of Colleges of Education meet regularly. In some instances regional groups of small liberal arts colleges hold work sessions. These organizations and groups have addressed themselves to an initial awareness of career education programming needs in teacher education.

All fifty-two institutions are currently addressing the requirements of the State Board of Education Standards for Colleges and Universities which train teachers (Ohio State Board of Education, EBD-303).

The fifty-two colleges and universities involved in teacher training in Ohio are as follows:

University of Akron
Antioch College
Ashland College
Athenaeum of Ohio
Baldwin-Wallace College
Bluffton College
Bowling Green State University
Capital University
Case Western Reserve University
Cedarville College
Central State University
University of Cincinnati
Cleveland State University
University of Dayton
Defiance College
Denison University
Edgecliff College
Findlay College
Heidelberg College
Hiram College
John Carroll University
Kent State University
Lake Erie College
Malone College
Marietta College
Mary Manse College

Miami University
Mount St. Joseph on the Ohio
Mount Union College
Muskingum College
Notre Dame College
Oberlin College
Ohio Dominican College
Ohio Northern University
Ohio State University
Ohio University
Ohio Wesleyan University
Otterbein College
Rio Grande College
Saint John College of Cleveland
College of Steubenville
University of Toledo
Urbana College
Ursuline College
Walsh College
Wilberforce University
Wilmington College
Wittenberg University
College of Wooster
Wright State University
Xavier University
Youngstown State University

TEACHER EDUCATION REDESIGN

Implicit throughout the currently revised Standards for Colleges or Universities Preparing Teachers are suggestions for Career Education in Teacher Education. Specific to the pre-service teacher candidate's own Career development is the following section:

EDb-303-05 Teacher Education Student Services

(A) Comprehensive teacher education student services shall be provided but not limited to:

(1) Orientation to: (a) teacher education; (b) characteristics of participating elementary and secondary schools; (c) resources available to assist in acquisition of the requisite body of knowledge, skills, attitudes, and values; (d) career options available through teacher education; (e) employment potential, conditions, and salaries in the various career options; (f) professional rights and responsibilities; (g) teacher and other related organizations.

(2) Individualized counseling scheduled throughout the college or university experience and scheduling of college or university courses or experiences predicated upon self-assessment, career objectives, and needs assessment on a regular basis.

(3) Maintenance of each teacher education student's cumulative record, which includes at least: (a) career objectives, (b) completed course work, and (c) evaluations of course work including clinical and field-based experiences and hours completed.

(4) Placement services for graduates seeking initial or subsequent employment in education.

(B) Teacher education student services shall be conducted pursuant to published policies and procedures established within the college or university. Times available for the various teacher education student services shall be published and distributed to all teacher education students.

(C) Only individuals who are qualified by formal preparation and experience shall be assigned responsibility for providing teacher education student services.

(D) Individuals responsible for providing teacher education student services on other than a full-time basis shall be assigned time and facilities to provide such services.

LOCAL PROGRAMS

Currently there are thirty public school districts involved in the Ohio Career Development Program. This number will increase rapidly as funds become available for program expansion. The list of projects funded to date includes:

Akron

Benton-Carroll-Salem

Boardman

Canton

Carlisle

Cincinnati

Clear Fork Valley

Cleveland

Cleveland Heights-
University Heights

Columbus

Dayton

East Muskingum

Geneva

Kirtland

Lorain

Mad River Green

Mansfield

Medina

Minford

Orrville

Parma

Princeton

Scioto-Darby

South-Western

Springfield

Stow

Toledo

Warren

Willoughby-Eastlake

Youngstown

Each of these projects is operating a Career Development Program which conforms to the Description of Program Activities outlined in the Guidelines for submission of Proposal by Local Schools and included below.

DESCRIPTION OF PROGRAM ACTIVITIES

This section will show the breakout of each of the program components plus coordination, administration, and dissemination. Criteria to be observed in planning and writing this section for operational purposes are as follows:

a. Career Motivation K-6

Career Motivation has the purpose of developing in students an awareness and appreciation of the world of work and the motivation to want to participate in the world of work. Procedures will give each student exposure to and experiences with the world of work, and will assist them in gaining a better understanding of themselves and of work as a part of life and of their importance in our technological society.

(1) Parent and Community Involvement

Parent and Community Involvement are es ential and lead to improved community and school relations. A local advisory committee should be used for the CMP component composed of:

(a) Parents
(b) Teachers
(c) Other community representatives

(2) Program Description

This section will include a plan of activities, including all K-6 students in the attendance area schools, showing logical progression in each grade level and to the next higher level. Description should show the use of materials, equipment, and tools within the classroom to provide the experience oriented approach to learning about work; excursions and field trips; and interviews with people of various occupations. Individual and group activities related to work can be simulated; for example: a miniature company can be organized to produce some product to learn business operation and the interaction of self and others in various work environments.

The K-6 curriculum must be designed to incorporate activities related to each of the following Seven Developmental Areas:

(a) Individual and Environment
(b) Economics
(c) World of Work
(d) Education and Training
(e) Employability and Work Adjustment Skills
(f) Career Decision Making
(g) Self

(3) Time Schedules

Time schedules shall show the minimum use of 270 clock hours per year in the grades 1-6; and 135 clock hours in kindergarten per year. These activities should be integrated and incorporated within the curricular areas.

b. Career Orientation 7-8

Career Orientation is designed to provide all students with observational and activity-centered experiences relative to career opportunities. The business, industrial, and professional communities must serve as the laboratory for Career Orientation through field trips, use of vocational and technical education facilities, speakers, films, and other orientation approaches. All facets of the curriculum must be involved.

(1) Community Involvement

As in the other career development components, advisory committees should be organized to assist in this early adolescent level program in the 7-8th grades. Their use is similar to that in the Career Motivation Program, but more relationship with parents and employers in terms of observation and orientation time off-campus is expected.

(2) Program Description

Career Orientation is considered integral in the school curriculum and includes all 7-8 students in the attendance area schools. Teachers continue teaching content, but with experience-centered methodology and with career orientation emphasis. The Seven Developmental Areas utilized at K-6 will continue to be emphasized at grades 7-8. In addition, teachers cover the following 15 clusters of occupations:

(a) Agri-Business and Natural Resources
(b) Business and Office
(c) Communications and Media
(d) Consumer and Homemaking
(e) Construction
(f) Environment
(g) Fine Arts and Humanities
(h) Health
(i) Hospitality and Recreation
(j) Manufacturing
(k) Marine Science
(l) Marketing and Distribution
(m) Personal Services
(n) Public Service
(o) Transportation

Within the 2-year program, activities and experiences would include all levels of employment--unskilled, skilled, managerial, technical, and professional. Each student must spend some time in each of the 15 areas. For example, industrial arts teachers could provide experiences in construction and manufacturing; social studies teachers could provide experiences in personal services and public service occupations; business teachers may introduce the business and office occupations. Existing facilities of industrial arts, science, business, and vocational education should be used for deminstration and observation areas. The community, however, must be used as a laboratory for the observation of occupations.

Concurrent with curriculum based career orientation experiences, planned guidance activities which enable students to gain an awareness of their own interests, abilities, and achievements in relation to career opportunities should be an integral part of the program. Two viable guidance tools are the Interest Check List (grade 7) and the Ohio Vocational Interest Survey (grade 8), which are available from the Ohio Division of Guidance and Testing.

(3) Time Schedules

Time schedules shall show a minimum of 540 clock hours (270 average per year) in 2 years for all 7-8th grade students.

As in Career Motivation, the activities should be incorporated within the existing curriculum. Because of the value of community experiences, a fixed time schedule must contain flexibility.

c. Career Exploration 9-10

Career Exploration is an experience-centered program that takes the next step in the career development series by adding actual and simulated experiences in the occupations or occupational facilities that have been selected by the student. The CEP component is offered to all 9-10th grade students or all 14-15 year olds who are not in an Occupational Work Adjustment program, and will provide exploration of at least three or more occupational areas with on-the-job experiences in business and industry. Two resources for identifying occupational areas are the Taxonomies listed in Standard Terminology for Curriculum and Instruction in Local and State School Systems and the Occupational Group Arrangement of the Dictionary of Occupational Titles. In-school laboratories, area vocational and technical centers, business, industrial, and professional settings are brought into use. The interest of the individual is the basic focus of the component.

(1) Community Involvement

This should include similar advisory committees as listed before, but emphasis is now aimed at obtaining hands-on experiences for students in exploring occupations of their choosing. Employers become key on these committees, but inclusion of parent, student, principal, counselor, and teacher is also indicated. Expanding school experiences to include the employment community is the focus. Making wise choices in Vocational or Pre-Professional Education is the major goal of this component.

(2) Program Description

This level program includes the process of having a broad, flexible schedule system which permits all 9-10 students in the attendance area schools to explore individually, or in small groups, occupations of their choice. Cooperation with other school districts to bring this about is obvious under Ohio's existing school system. Programs may include "hands-on" exploration in school laboratories, on-the-job, and/or in classrooms. These laboratories may be at any location or designated area including industrial arts, business, home economics, vocational education, science, physical education, art, and in the business, industrial, and professional communities. Classroom activities continue to focus on the Seven Developmental Areas established in the K-6 and 7-8 components. Programs will provide experiences for all 9-10th grade students in Occupational Clusters established in the 7-8th component.

Guidance activities at this program level center around assisting students to appraise their individual aptitudes in relation to the occupational areas of interest. Planned individual and group guidance activities in which interest and aptitude results are interpreted to students are a necessity. The Ohio Division of Guidance and Testing offer interest and aptitude assessment programs and consultative assistance in the guidance phase of the program.

One recommended form of implementing student activities is to plan community experience units (with or without pay). The students are trained in the process of making job analyses which they use in the process of studying their three occupational areas. This infers heavy community involvement and the need for coordination with the business community.

(3) Time Schedules

Time schedules shall include a minimum of 270 clock hours of instruction during the two-year period in an acceptable pattern of scheduling and documenting. Classroom instruction makes up a portion of this time. On-the-job experiences (paid or non-paid) are expected. The experiences do not have to be during school hours but could be after school, weekends, summer, and other times as long as it is career related to the choices made by the students. Time in test administration and student interpretation related to career development is to include GATB (grade 9) and OVIS (grade 10) testing and analysis or comparable testing and analysis. One key documentation point is the combined analysis of the OVIS-GATB package which is available from the Ohio Division of Guidance and Testing.

d. Program Coordination

Program coordination is that component of the Career Development Program that requires time for scheduling, procurement of materials and supplies, developing and conducting inservice activities for staff, and supplementing the counseling function. Additional costs of testing, reporting, and evaluative services will need coordination and time allowances.

(1) Inservice Education

Inservice education for all local staff is required for each project. In order to effectively implement career development activities and experiences, staff members require additional training to acquire expertise in this area. This activity will increase in dimension and costs to the school district. In submitting a proposal, it is required that detailed procedures be outlined which will provide experiences for all staff members.

(2) Curriculum Development

In order to achieve the desired change in the existing curriculum, deliberate efforts must be made to aid teachers in rewriting or refocusing their lesson plans and activities. All efforts in developing curriculum should involve classroom teachers and must include goals, objectives, activities, and evaluation procedures appropriate to the component level. Reference should be made to the Curriculum Guides available from the Career Development Service. In addition, any system-wide curriculum development efforts should include program personnel to insure that career development concepts are integrated within the new curriculum. Cooperative planning efforts and open lines of communication are essential to assure attainment of program objectives and vaoid unnecessary duplication of effort.

(3) Career Guidance Activities

The involvement of the school guidance personnel in the total Career Development Program is essential. It is required that each program proposal indicate plans for Career Guidance whereby individual and group career guidance activities for students are provided.

e. Program Administration

The Career Development Program will be under the administration of a Program Director. This person must have direct administrative input and control and be able to move across the curriculum levels freely within the existing structure. The director should be employed on a full-time basis and should have no other administrative responsibilities. Component coordinators will also be employed as identified and needed. It is expected that in smaller systems this may be a prorated or shared cost. Program administrators will be required to attend various state program development meetings throughout the year, and planning for this should be made accordingly.

f. Program Dissemination

Personnel funded through the Program shall have a responsibility to disseminate information and materials developed to the Career Development Service and all other funded Career Development Programs throughout the State of Ohio. Program personnel may be called upon to provide inservice education to other funded Career Development Programs in Ohio. In these situations program staff will only receive reimbursement of expenses from the requesting program, weekends and vacation periods excepted.

Program staff may also be requested to provide information and services to non-program districts. Program districts are encouraged to capitalize on this additional opportunity to disseminate information regarding the Career Development Program. However, any costs incurred should be assumed by the requesting district.

Locally Developed Materials

Each school district with a funded Career Development Program has developed voluminous curriculum material at the local level. The list presented here from Southwestern City Schools is representative of local school efforts to integrate career development concepts into their own curricular emphases. The titles below are taken from a total of 31 curriculum supplements developed by teachers in Southwestern schools. Materials are in the process of continual development and revision. All thirty Career Development project school districts are similarly involved.

Planning an Occupational Field Trip

Worker Trait Groups - Assignment to Career Clusters

The Energy Crisis - Middle School Level

Self Awareness - Primary Level

The Newspaper: A Means of Communication - Intermediate Level

A City of the Future - Middle School Level

Careers Units of Study - High School Level

Measurement: A. Awareness - Primary Level
B. English Units
C. Metric Units

Your Community: Past, Present, Future - Middle School Level

Family Health - Middle School Level

"Man and His Environment" - Pleasant Valley Middle School Careers Unit

Scott-Foresman Anthology - Level 7 and 8

Supplement to Scott-Foresman - 1-2, 3-4 and 5-6

Manufacturing - Intermediate Level

Ohio

Ecology - Intermediate Level

Grocery Store

Home Building

A Shopping Center - Intermediate Level

STATE PROGRAMS

At the state level there has been a coordinated effort to provide a state-wide Career Development Program for Ohio. Materials developed at the state level include Career Development Curriculum Guides and films which describe activities in Ohio project schools.

Career Motivation Curriculum Guide	Grades K-6
Career Motivation Supplement	Grades K-6
Career Orientation Curriculum Guide	Grades 7-8
Career Orientation Supplement	Grades 7-8
Career Exploration Curriculum Guide	Grades 9-10
Career Exploration Supplement	Grades 9-10

"School Report" 12½ minutes running time	Grades K-6
"Approaches to Orientation" 9½ minutes running time	Grades 7-8
"Career Exploration" 11 minutes running time	Grades 9-10
"Career Education in Ohio" 22 minutes running time	Grades K-10

Numerous other guides in areas such as business education, home economics, vocational education, trade and industry are also available.

DISSEMINATING SYSTEM FOR CAREER EDUCATION IN OHIO

Career Education in Teacher Education needs a system for developing, organizing and disseminating career education materials among teacher education institutions in the state of Ohio.

Many kinds of materials are shared among colleges and universities for use by students and staff in the pre-service and in-service training of career educators. These are instructional and supplementary. They consist of Career Education

Modules
Units
Courses
Programs
Bibliographies
Monographs
Research
Position Papers

These materials can be solicited from or offered by College and University, Business, Industry, Labor, Professional and Community sources.

Each publication should be oriented to meet the purposes of one or more of the parts of

or

Career Education-Teacher Education	K-12 Career Development
SELF: CAREER DEVELOPMENT DECISION	K-6 CAREER MOTIVATION
EXPLORATION IN EDUCATION	7-8 CAREER ORIENTATION
SKILL DEVELOPMENT	9-10 CAREER EXPLORATION
STUDENT TEACHING	11-12 CAREER PREPARATION
IN-SERVICE EDUCATION	13-14 TRAINING, RETRAINING, U UPGRADING
GRADUATE PROGRAMS	

Each publication should apply to one of the four approaches to career education/career educator programming and should be designed to provide for a sharing of ideas, information and actions of individuals, public schools, universities and colleges, State Departments of Education, and National Career Education efforts.

Approach #1	Individually Developed Programs
Approach #2	Utilizing Local Programs
Approach #3	Utilizing State Programs
Approach #4	Utilizing National/Commercial Programs

GUIDE

To Implementation of
OHIO'S K-10 CAREER DEVELOPMENT PROGRAM

INSERVICE PROCEDURES MANUAL

Ohio Department of Education,
Division of Vocational Education
Career Development Service
1974

INTRODUCTION

The purpose of this Guide is to provide the Career Educator with opportunity to familiarize himself with the *Inservice Procedures Manual* designed to assist teachers in integrating the Ohio Career Development Concept into the curriculum.

The *Inservice Procedures Manual* has been developed by the Program Directors of the local Career Education sites in Ohio under the leadership of Ohio Department of Education's Career Development Service.

This Manual includes: 1) an explanation of the Ohio K-10 Career Development Program and the role of effective inservice education in program implementation, 2) an inservice assessment instrument designed to assist the program developer in relating inservice program plans to genuine needs of staff participants, 3) a compendium of successful inservice practices, 4) a listing of active career education consultants that can effectively assist the program developer in realizing the inservice goals of the program, and 5) an inservice materials packet of overhead transparencies depicting the Ohio Career Development Continuum.

The Manual has been placed in a loose leaf format to help assure prompt and efficient updating as new inservice procedures and activities are developed and implemented.

INSTRUCTIONS FOR USE

Step One

Examine the Inservice Procedures Manual for a better understanding of:

- Ohio's Career Development Continuum
- Format of the manual
- Essential elements of effective inservice
- Inservice Assessment Instrument
- Specific inservice activities

Step Two

Examine specific items on the inservice assessment instrument for an understanding of the variables that affect learning (pp. 12-16 contains a sample copy of the instrument).

Step Three

Prepare staff prior to administration of the inservice assessment to assure them that the information will be used to their benefit.

Step Four

Administer the inservice assessment instrument (page 11 contains specific directions for administration).

Step Five

Score the assessment instrument (pp. 16-23 contains directions for hand scoring as well as tally sheets to facilitate item analysis).

Step Six

Complete item analysis and review suggested prescriptions for organizing inservice meetings (pp. 24-40 provides information about each item, its purpose, and some selected prescriptive possibilities which can be utilized).

Step Seven

Develop strategies for implementing the initial and subsequent inservice meetings. The Manual contains numerous suggestions for planning and organizing the initial career education inservice meetings.

Step Eight

Conduct the inservice meeting (pp. 77-88 contains a compendium of outstanding inservice practices that have been successfully utilized by the pilot sites).

Step Nine

Evaluate the inservice meeting (pp. 70-73 provides techniques for evaluating, analyzing and reporting participants' reactions to the inservice activity).

APPENDIX

STATE OF OHIO
DEPARTMENT OF EDUCATION
CAREER DEVELOPMENT PROGRAM

and

COOPERATIVE CENTER FOR
SOCIAL SCIENCE EDUCATION
AT OHIO UNIVERSITY

presents

THE OHIO CAREER EDUCATION and TEACHER EDUCATION CONFERENCE

CONSENSUS REPORT

NORTHERN OHIO CONFERENCE
Cleveland - Marriott Inn
January 30 - 31, 1974

SOUTHERN OHIO CONFERENCE
Cincinnati - Holiday Inn
February 13 - 14, 1974

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INTRODUCTION

The Combined Career Education and Teacher Education Conference was sponsored jointly by the State of Ohio Department of Education and the Cooperative Center for Social Science Education at Ohio University. A two part conference was conducted: the first took place in Cleveland, Ohio, January 30-31, 1974, the second in Cincinnati, Ohio, February 13-14, 1974.

The conference was designed as a forum of exchange between active teacher educators and career educators. During the past three years, the Career Education efforts of the State of Ohio through its Division of Vocational Education, have resulted in twenty-four career education pilot sites in Ohio. Each pilot site is charged with responsibility of developing a Career Education program in their respective school district with funds provided by the State Department of Education. Long range goals call for continued growth of the program during the next several years until such time as all school districts in Ohio can become involved.

Continued expansion of the Ohio Career Development Program places a new responsibility upon teacher educator institutions throughout the State of Ohio. Traditionally, these institutions have kept pace with the changes in education, and have provided teachers with the expertise to implement them effectively upon entering the classroom. In order to continue this tradition, the Combined Teacher Education and Career Education Conference was convened.

The program included formal presentations from college and university representatives who were already cooperating with Career Education pilot sites in Ohio. Informal discussions were conducted among the participants, whereby teacher educators and career educators who were interested in establishing a cooperative effort could meet with active Career Educators.

The conferences resulted in a series of suggestions for expanded teacher education and career education cooperation which have been compiled and serve as the basis for this consensus report.

Conference Program Committee:

Mr. Louis S. Cicek, Jr., Program Chairman, Willoughby-Eastlake City School District, Willoughby, Ohio

Dr. Milton Ploghoft, Director, Cooperative Center for Social Science Education, Ohio University, Athens, Ohio

Ms. Linda Keilholtz, Coordinator, Career Development Program, State Department of Education, Columbus, Ohio

Mr. Bill Nemec, Coordinator, Career Development Program, State Department of Education, Columbus, Ohio

Colleges and Universities represented at the conferences were:

University of Akron
Antioch College
Cedarville College
Central State University
Concord College
University of Dayton
Kent State University
Lima Technical College
Miami University
College of Mount St. Joseph
Muskingum Area Technical College
Notre Dame College
Ohio State University
Ohio University
Wilmington College
Wittenberg University
College of Wooster
Wright State University
Xavier University

Career Education Pilot sites represented were:

Akron City Schools
Canton City Schools
Cincinnati City Schools
Clearfork Valley Local Schools
Cleveland City Schools
Dayton City Schools
East Muskingum Local Schools
Geneva City Schools
Lorain City Schools
Parma City Schools
Princeton City Schools
South-Western City Schools
Springfield City Schools
Toledo City Schools
Warren City Schools
Willoughby-Eastlake City Schools

Other School Districts and Participants were:

Berea City Schools
Boardman Local Schools
Columbiana City Schools
East Detroit City Schools
Indian Creek School District
Louisville Public Schools
Massillon City Schools
Ravenna City Schools
Sandusky City Schools
Wyoming City Schools

PROGRAM REVIEW

Numerous colleges, universities, and career education pilot site school districts were represented at the conference in addition to noted State Department of Education administrators. Over one-hundred sixty educators attended the two conferences.

Dr. Byrl Shoemaker provided the keynote address. He presented to the audience a concise statement of the purpose of Career Education - to create a desire to participate in and a respect of the World of Work among our young people. He cited numerous symptoms which currently are evident among members of our society that are manifest of a lack of respect for the World of Work and a lack of understanding of it.

Dr. James O'Connor addressed the conference and described Ohio's Teacher Education Redesign Program. "The program," stated Dr. O'Connor, "is a state wide effort to determine what is needed to establish effective teacher education in Ohio." The process by which conference participants could contribute their input to the Teacher Education Redesign Program was described. Dr. O'Connor also described materials which were available from the Teacher Education Redesign Program to encourage local participation. He suggested interested parties contact him for additional information and materials.

Dr. Joseph Quaranta, Professor of Education, Ohio State University, described an on-going Career Education Experiential Program currently in operation at Ohio State University. Under his direct supervision, the program enables underclassmen to experience teaching first hand before making a career commitment.

Dr. Jack Cochran, Professor of Education, University of Akron, and Dr. Robert DiGiulio, Youngstown State University, made presentations demonstrating how colleges and universities can cooperate with on-going Career Education Programs at the local school district in providing leadership in terms of teacher training and also utilizing the experiences of active career educators as change agents in curriculum development. Specific examples of their on-going programs in their universities were described.

Four Career Education pilot sites presented descriptions of their current programs, their organization and staffing. Discussions were then conducted among the participants in order to devise the means by which greater college and school district cooperation could be effected in conjunction with the Ohio Career Development Program.

CONFERENCE CONSENSUS

The following suggestions resulted from group discussions among educators at the Combined Teacher Education Career Education Conference, Cleveland, Ohio, January 30-31, 1974 and Cincinnati, Ohio, February 13-14, 1974.

1. Establish stronger communication lines with college and university administrators in order to emphasize Career Education goals in teacher education.
2. More project site expansion throughout Ohio through direct funding by the State of Ohio.
3. More legislative lobbying in order to create a firmer financial base for Career Education in Ohio.
4. State funded college and public school Career Education programs so that direct college involvement could be financially supported.
5. Greater dissemination of Career Education information, particularly to teacher educators and non-Career Education school systems.
6. Direct school district administrative involvement through contact with superintendents and college administrative personnel in order to foster a great understanding of Career Education.
7. Inclusion of parents' organizations and other community pressure groups in order to stress Career Education goals and help secure additional supportive funds.
8. Presentation of Career Education goals through teacher organizations such as the Ohio Education Association, the Northeastern Ohio Teachers Association, the Northwestern Teachers Association, etc.
9. Establish a work experience program in business and industry in conjunction with a university or college as part of teacher certification requirements.
10. Inclusion of a course sequence in colleges which would include Career Education goals and also enable prospective teachers to work in an on-going Career Education program.
11. Encouragement for development of Career Education techniques in each major discipline within a prospective teacher's educational program in college.

12. Systematic contact of colleges or universities in a public school's geographic area in order to solicit assistance and participation in Career Education programs.

13. Statewide contact with community groups such as chambers of commerce, fraternal organizations, parental organizations, etc., to encourage Career Exploration so that students may have on-the-job experiences.

14. Establishment of a Career Education task force which would have as participants representatives from all Ohio teacher education institutions.

15. Integrate guidance and counseling personnel at the local school district level with college and university guidance and counseling teacher educators so that a more efficient transition between high school and college career education experiences can be realized by the student.

16. Organization of a statewide Career Education organization which would include teacher educators from throughout the state.

17. Further expansion of teachers' professional growth to include contact with prospective employers in an on-the-job setting.

18. Emphasis by present teachers to approach their educator institutions as alumni and stress needs for Career Education in their respective teacher educator programs.

19. Develop a Career Education center at each university in order to link each education, business, industry, local Career Education projects, parents and the university to foster communication and also to capitalize upon the resources available to develop an experience based Career Education Program.

20. Expanded undergraduate Career Education experiences which would enable the college student to experience Career Education at his own personal developmental level and apply it to his own teaching career.

Ohio
State Board of Education

EDb-303 STANDARDS FOR COLLEGES OR UNIVERSITIES PREPARING TEACHERS

Chapter EDb-303, Standards for Colleges or Universities Preparing Teachers, shall become effective on July 1, 1980, for all colleges and universities in the state of Ohio desiring to prepare teachers.

Said chapter shall be utilized from January 1, 1976, through June 30, 1980, as criteria to qualify colleges and universities for such state financial assistance as may be appropriated for such purpose.

Each college or university in Ohio which is approved to prepare teachers as of January 1, 1976, by the State Board of Education shall submit to the State Department of Education not later than July 1, 1976, a detailed plan of the process, procedures, and time schedule whereby the college or university proposes to effect compliance with the standards set forth in said chapter.

Subsequent to the approval of said detailed plan by the State Department of Education and until the college or university is determined through an on-site evaluation to be in full compliance with the standards contained in said chapter, the college or university shall submit to the State Department of Education not later than July 1 of each year an annual report on the status of effecting compliance with the provisions of standards contained in said chapter.

Said chapter supersedes Standards EDb-301-18 through EDb-201-24, as adopted by the State Board of Education on October 12, 1970, and effective January 1, 1972.

EDb-303-01 Organization

(A) Prerequisite to the approval of a college or university to prepare teachers by the State Board of Education, the college or university shall first obtain authorization to grant the applicable baccalaureate or advanced degree by the Ohio Board of Regents.

(B) A college or university seeking initial or continuing approval to prepare teachers shall submit evidence that its governing body, administration, and faculty regard teacher education as one of the integral parts of the college or university's total purpose and support teacher education commensurate with defined purposes and objectives.

(C) A clearly defined statement of purposes and objectives shall be established for each field in which teachers are prepared.

(D) Approval of a college or university by the State Board of Education to prepare teachers shall be for explicit teaching fields, e.g., elementary, comprehensive science, educable mentally retarded, or distributive education.

(E) The primary responsibility for the preparation of teachers within a college or university shall be exercised by a clearly defined and organized administrative and instructional unit, such as a college, department, division, or school of education.

(F) Relationships shall be established between the college or university preparing teachers and approved or chartered schools or school districts for the purpose of providing teacher education students with field-based experiences; and shall be formulated with written agreements when requested by either party, which shall include mutually agreed upon: (1) activities, services, and compensation; (2) roles and responsibilities; (3) provisions for solving problems and the coordination of ongoing activities; (4) means for revisions to meet changing needs and conditions; and (5) professional education programs for persons working with teacher education students. Experiences and objectives shall be jointly developed among representatives of administrators, supervisors and teachers in approved or chartered schools or school districts; the college or university preparing teachers; and teacher education students.

(G) The college or university unit having primary responsibility for the preparation of teachers shall select advisory committees of interested groups from within the college or university preparing teachers, interested groups from within approved or chartered schools or school districts, and interested citizens. Interested groups and organizations may submit nominees to the college or university preparing teachers for appointment to the advisory committees. The college or university preparing teachers shall utilize the committees for the purpose of advising on the design, approval, and continuous evaluation and development of teacher education, including criteria, policies, and procedures pertaining thereto. The advisory committee shall meet regularly and report to the college or university preparing teachers. The college or university preparing teachers shall act upon the reports of the advisory committee, and report its action to the advisory committee. The advisory committee minutes shall be made an official part of the documentation used in the evaluation by the State Department of Education.

(H) Continuous recruitment and counseling shall be conducted to encourage the enrollment of individuals who evidence potential to become outstanding teachers.

EDb-303-01 Organization (Cont.)

(I) Teacher education students shall be selected and admitted pursuant to criteria and procedures adopted by the governing body of the college or university which are conducive to the acquisition of the body of knowledge, skills, attitudes, and values necessary for becoming an effective teacher. As used in Chapter EDb-303 the phrase "attitudes and values" means those characteristics necessary for a prospective teacher to successfully contribute to pupil growth; development; and tolerance for, and understanding of, human diversity.

(J) Retention of teacher education students shall be pursuant to established procedures predicated upon satisfactory progress toward acquiring and utilizing the requisite body of knowledge, skills, attitudes, and values while completing course work and clinical and field-based experiences.

(K) Criteria, policies, and procedures shall be adopted by the college or university to govern teacher education and shall not discriminate on the basis of race, sex, political affiliation, religion, age, or socioeconomic status for either faculty or teacher education students. Due process procedures shall be specified and accorded any individual who may be adversely affected by said criteria, policies or procedures.

(L) Agreements, criteria, objectives, policies, procedures, and purposes required by this standard shall be set forth in writing and disseminated as appropriate or upon request to administrators, faculty, and teacher education students within the college or university; cooperating school personnel; interested groups and organizations; and the State Department of Education.

EDb-303-02 Curriculum

(A) The body of knowledge, skills, attitudes, and values determined essential for effective teaching shall be specified for each field in which the college or university is approved to prepare teacher education students.

(B) The specified body of knowledge, skills, attitudes, and values shall serve as the basis for development of the teacher education curriculum in each teaching field to include course work in general and professional education and in the content area of specialization, as required by approved teacher certification standards. The teacher education curriculum shall adequately reflect identified and significant academic and social concerns which would include:

(1) the teaching of reading, as it pertains to the field for which certification is being sought;

(2) human relations, effecting work with students regardless of race, political affiliation, age, sex, socioeconomic status, or handicap not requiring a full-time specialized educational environment;

(3) analysis and evaluation of one's performance skills as they relate to teaching behavior;

(4) dealing with aggressive and abusive behavior problems; and

(5) selection, preparation, and effective utilization of educational media to facilitate learning.

EDb-303-02 Curriculum (Cont.)

(C) Each teacher education student shall satisfactorily participate in clinical experiences which present individual cases or problems, the diagnosis and solution of which involve the application of principles and theory in teaching and learning. Through clinical experiences under the direction and supervision of experienced faculty--in a college or university laboratory setting, approved or chartered school, or other approved setting--the teacher education student shall be involved in the use of diagnostic testing instruments and observational techniques to enable an analysis of pupil learning progress or difficulties, on both an individual and group basis, and prescriptions of instructional strategies, educational media, and materials to maximize pupil learning outcomes.

(D) Each teacher education student shall satisfactorily participate in a series of carefully planned, supervised, and evaluated field-based experiences for which specific learning objectives have been set to assure increasing proficiency in performing the various teaching responsibilities under actual school conditions. Experiences and objectives shall be jointly developed among representatives of approved or chartered schools or school districts, including administrators and teachers; the college or university preparing teachers; and teacher education students. Field-based experiences shall be available in a variety of urban, suburban, and rural settings. Field-based experiences shall include at least one full quarter of student teaching, during which time the teacher education student will be expected to follow a teacher's daily schedule. College or university supervision of student teaching shall be conducted or augmented by professional persons having specialization within the particular field of the student teaching assignment. Cooperating teachers in the field-based experience shall possess the appropriate standard certificate, and have a minimum of three years of classroom teaching experience including one year in the field for which the service is being provided.

EDb-303-02 Curriculum (Cont.)

(E) The field-based and/or clinical experiences for teacher education students shall include early, continuous, and sequential experiences related to school age youth and shall be equivalent to the time scheduled for student teaching. The student teaching experience shall represent a further time commitment by the student teacher equivalent to the teacher's day for a period of not less than one full quarter.

(F) A complete description of the teacher education curriculum for each field--including, but not limited to, the sequential learning needed within the body of knowledge, skills, attitudes, and values as identified through instructional objectives and syllabus for each course, clinical experience, and field-based experience therein, together with the identification and specification of essential prerequisites--shall be submitted to the State Department of Education for approval at least every five years, or sooner if revisions are desired therein.

EDb-303-03 Instruction

(A) Instruction in all courses within each teacher education curriculum shall utilize a variety of appropriate instructional procedures which contribute to the effectiveness of teacher education students' preparation.

(B) Instruction will insure that all teacher education students shall be able to utilize effectively various types of educational media.

EDb-303-04 Faculty

(A) An administrator shall be employed and assigned adequate time to provide leadership and direction to the unit within the college or university having responsibility for teacher education. Said individual shall be: (1) qualified for such position by virtue of extensive academic preparation and experience associated with an approved or chartered school or school district, and higher education; (2) responsible for recommending certification of those teacher education students who have satisfactorily completed the requirements prescribed by the State Board of Education and the laws of Ohio; and (3) the college or university's official representative in working with the State Department of Education.

(B) Specific faculty competence shall be evidenced for each field in which teachers are prepared. Each member of the faculty shall have academic preparation appropriate to each teaching and supervisory assignment.

(C) Each member of the professional education faculty shall have had at least three years of satisfactory and appropriate teaching experience in an approved or chartered school or school district, or comparable experience in an approved setting, and shall maintain a current and knowledgeable relationship with elementary and secondary schools. In addition, each member of the professional education faculty responsible for teaching courses required for specialized certificates (e.g., special education, pupil personnel services, administration) shall have had at least three years satisfactory and appropriate experience related to such courses in an approved or chartered school or school district, or comparable experience in an approved setting.

EDb-303-04 Faculty (Cont.)

(D) The professional education faculty teaching load (including number of hours and students) shall be consistent with the established purposes and objectives of teacher education and shall provide faculty adequate time to advise and counsel teacher education students; work on various advisory, planning, development, and evaluation committees; and conduct research, write, and be involved in other such appropriate experiences as are required by the college or university as a whole.

(E) Part-time faculty should be utilized when there is a need for a special competence neither represented on the regular faculty nor requiring a full-time faculty member, or there is a need for temporary additional services in the areas of competence already represented on the full-time faculty. Where consistent with college or university policy, part-time faculty shall be involved as full-time faculty on various advisory, planning, development, and evaluation committees and may be assigned time to be available for advising and counseling teacher education students.

(F) A full-time equivalent faculty member shall be assigned to plan, supervise, and evaluate field-based experiences for each fourteen full-time equivalent teacher education students involved therein.

(G) The professional education faculty at both the undergraduate and graduate levels, to the extent the purposes and objectives of teacher education are served thereby, shall represent a level of academic preparation and teaching load, and be accorded rank and salary at least commensurate with other faculty who teach baccalaureate courses and advanced degree courses, respectively. Planning, supervision, and evaluation of field-based experiences for teacher education students shall be considered equivalent to on-campus assignments.

EDb-303-04 Faculty (Cont.)

(H) The teaching of professional education courses and directing or supervision of clinical or field-based experiences shall be performed only by individuals who possess the qualifications set forth in paragraphs B and C above. (This requirement shall pertain to all full-time faculty members employed by a college or university after the effective date of this standard.)

EDb-303-05 Teacher Education Student Services

(A) Comprehensive teacher education student services shall be provided but not limited to:

(1) Orientation to: (a) teacher education; (b) characteristics of participating elementary and secondary schools; (c) resources available to assist in acquisition of the requisite body of knowledge, skills, attitudes, and values; (d) career options available through teacher education; (e) employment potential, conditions, and salaries in the various career options; (f) professional rights and responsibilities; (g) teacher and other related organizations.

(2) Individualized counseling scheduled throughout the college or university experience and scheduling of college or university courses or experiences predicated upon self-assessment, career objectives, and needs assessment on a regular basis.

(3) Maintenance of each teacher education student's cumulative record, which includes at least: (a) career objectives, (b) completed course work, and (c) evaluations of course work including clinical and field-based experiences and hours completed.

(4) Placement services for graduates seeking initial or subsequent employment in education.

(B) Teacher education student services shall be conducted pursuant to published policies and procedures established within the college or university. Times available for the various teacher education student services shall be published and distributed to all teacher education students.

EDb-303-05 Teacher Education Student Services (Cont.)

(C) Only individuals who are qualified by formal preparation and experience shall be assigned responsibility for providing teacher education student services.

(D) Individuals responsible for providing teacher education student services on other than a full-time basis shall be assigned time and facilities to provide such services.

EDb-303-06 Facilities

(A) Physical facilities, instructional materials, equipment, and other resources essential for conducting teacher education shall be provided.

(B) The physical plant shall be designed to serve effectively the college or university's defined purposes for teacher education, and shall provide for the safety and health of students and faculty.

(C) The library shall be adequate to support the instruction, research, and services pertinent to each teaching field in which teacher education students are prepared. The recommendations of professional education members, national learned societies, and education organizations shall be considered in maintaining and building the collection for each teaching field in which teacher education students are prepared. Administrative procedures and equipment shall conform to accepted modern practices, including cataloguing methods, arrangements of books and periodicals, and adequate hours of accessibility. Ample provision shall be made for utilizing newer developments in library services. The library shall be administered by a professionally trained librarian on a full-time basis.

(D) Laboratories and laboratory equipment shall be available for instructional purposes for each teaching field in which teacher education students are prepared. The laboratories and laboratory equipment shall meet the standards as prescribed for approved or chartered schools by the State Board of Education.

(E) Space, equipment, and staff shall be available for planning, recording, and evaluating experiences--such as microteaching, role playing, and other simulated activities.

EDb-303-06 Facilities (Cont.)

(F) An educational media center shall be maintained either as a separate unit or as part of the library. The center shall have adequate hours of accessibility to support teacher education student learning; service as a laboratory of material and educational media for instruction; and shall include a wide array of books commonly used in approved or chartered schools; various types of educational media, such as maps, charts, pictures, films, video tapes, and recordings; various types of materials used in evaluation of learning; and curriculum patterns, courses of study and teaching units. Workshop facilities shall be provided for preparing new instructional materials, including access to electronic, photographic, and other equipment. Materials in the educational media center shall be classified and catalogued according to nationally recognized standards. The center shall be administered by a professionally trained person having experience in both the areas of education and educational media.

EDb-303-07 Financial Support

(A) Financial stability and resources adequate for the accomplishment of announced purposes and procedures in teacher education shall be evidenced.

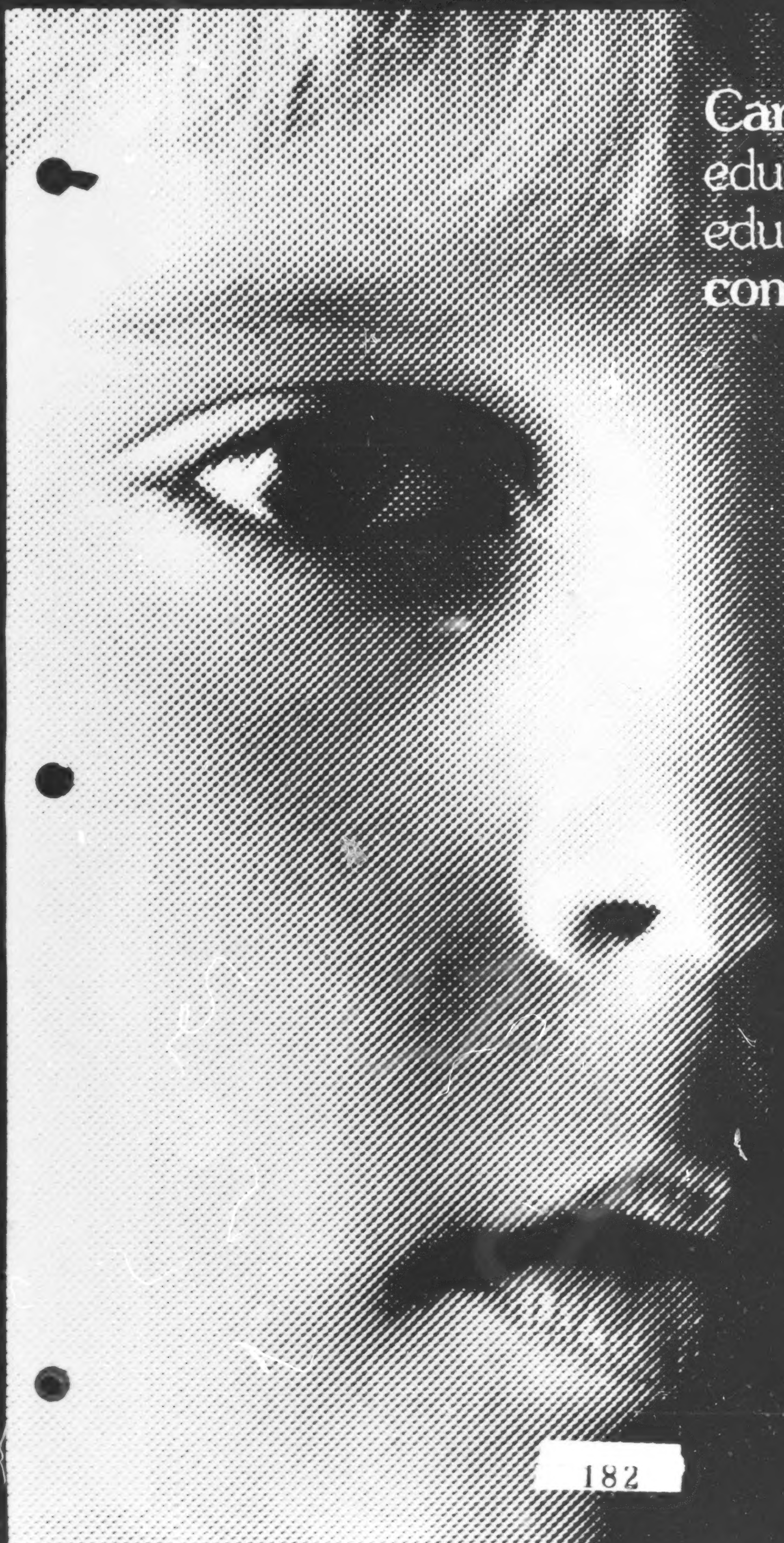
(B) Expenditures for teacher education shall be adequate to meet teacher education and certification standards established by the State Board of Education, and to the extent the purposes and objectives of teacher education are served thereby, shall represent on both the undergraduate and graduate levels a ratio to income therefrom which is commensurate to the ratio of expenditures to income in other professional preparatory areas. A clear and accurate analysis of the college or university's financial status shall be presented in an annual financial statement to the State Department of Education at the close of each fiscal year. Additional information concerning the funding of teacher education may be requested.

EDb-303-08 Evaluation

(A) Continuous study, development, and improvement of teacher education shall be evidenced and supported by a well-defined plan of evaluation which shall provide for the follow-up of graduates.

(B) Plans which are part of a design for total college or university development shall be formulated for the long-range development of teacher education.

(C) Each college or university shall be evaluated at least once every five years by the State Department of Education. Said evaluation shall be conducted on-campus and shall involve an evaluation team appointed by the State Department of Education that is broadly representative of the education profession, teacher education students, and interested citizens. The college or university shall provide for the necessary and essential expenditures of State Department of Education evaluations, except for transportation, room and meals of team members. The college or university shall prepare and file with the State Department of Education such financial and other reports as may be required for administrative and evaluative purposes.



Career Education i
education for **choice**
education for **work,**
continuing educatio

"Career Education is the effort of public education and the community to develop the students' interest in work, the understanding of jobs available and to provide the opportunity to make career decisions."

"Career Education may be described or defined as a **comprehensive** educational program which gives attention to preparing all people for **satisfying** and **productive** work in our society."

"Career Education encompasses all education in that it is a part of a learning experience that assists one to discover, define and refine his talents, and use them in pursuit of a career."

"The purpose of Career Education should be to help people develop human resource competence along with a total understanding of the world of work—that is, the socio-economic institution of working for pay in our modern industrial society—to become **competent** as workers and **comprehending** as men and women."

Ohio's Career Development Program—Education for Choice

Motivation + Orientation + Exploration = individuals who want to work, who understand what knowledge and attributes are necessary for work and who will engage in work that is satisfying and meaningful to them and beneficial to society.

Motivation (grades K-6)

The Career Motivation program endeavors to develop a respect for the universality and dignity of work and a desire to participate in some meaningful way in the world of work. By fusing career concepts with the elementary curriculum, Career Motivation creates an awareness of the relationship of classroom activity to work in society.

Through experienced-based activity in the classroom and community, students learn the importance of working together through skits and role-playing which involve their home, school and play environments. They learn to count by making change in a classroom grocery store. They experience the sense of self-worth that comes from working together on a project--like landscaping the school yard or producing a class newspaper.

Representatives of various occupations and professions visit classrooms to explain why they work, and the relevance of basic skills.

Students visit local stores, factories, bakeries to discover what the world of work is all about.

Orientation (grades 7-8)

Career Orientation is aimed at developing an understanding of the wide range of occupational options available. This stage unifies and focuses school curriculum around a Career Development theme. Through occupational and activity-centered experiences, students review all types and levels of careers and begin to develop an awareness of their interests in relation to specific occupations.

Students should have a wide range of personal contact with individuals in various kinds of work. These people shall enter the classroom to talk about their jobs, bringing the tools of their trade with them. Films, soundstrips, career kits and books fortify the in-depth examination of particular jobs.

Students leave the school to visit industries. They experience firsthand the work environment—the smell of a bakery, the silence of a hospital, the noise of a factory.

Back in the classroom, students apply what they have learned from the job visits through classroom projects, like designing and marketing a product or running the school store. Hence, the classroom activity serves to link the outside experience with academic effort.

Exploration (grades 9-10)

The objective of the Career Exploration program is to equip the students to make tentative career decisions and select a course of study for grades 11-12 that reflects their interests and abilities. An extensive program of on-the-job exposure and classroom instruction offers students the opportunity to explore various areas in which they have an interest.

The teacher builds on the students' experiences by helping them explore the occupations related to each subject area. As in the Motivation and Orientation stages, representatives from business and industry visit the classroom to give details about their jobs.

The students individually spend time in business or industry with people who perform jobs which students think they might like for themselves.

These simulated and actual experiences enable students to see themselves as workers—and based on their reactions, they will be able to choose the appropriate curriculum for grades 11-12. The curriculum selected will be based on whether the student wants intensive job preparation for immediate use after high school graduation or preparation for post-secondary education and training. Regardless of the decision, the student benefits from the guidance about work choices and the instruction geared to job-related as well as academic needs.

Why Career Education?

It is tragic that each year students stumble into work or into colleges and universities across the country with little or no idea of what career to pursue. It is equally tragic that the exodus from college four years later includes many people who have little or no personal conviction about the job area in which they will spend the next 25 years.

Each year, 2.5 million young people join the ranks of America's unemployed and underemployed as a result of leaving school, either as dropouts or general curriculum graduates without a marketable skill.

It is predicted that a surplus of bachelors degrees eventually will exist in every career field except in the health professions. The Department of Labor has predicted that less than 20% of the jobs in this country in 1980 will require college-degree-level preparation.

The United States has the highest youth unemployment rate of any nation in the world.

Ohio Bell

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